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ABSTRACT

The booklet provides a general guide for the implementation of career education, presenting a sample inservice teacher course of study and a guidance career education course for grades 9-12. Part 1 deals with program implementation, discusses books, films, and statistical data useful in demonstrating to school superintendents and boards of education the need for career education, and suggests procedures for inaugurating a teacher inservice program in career education. Part 2 discusses society's concern with career fulfillment and the potential of career education for overcoming the educational system's institutional biases against nonacademic education and for explaining the nature of man's existence in the world of work. The section also analyzes manpower needs nationally, in New York State, and in Dutchess County. Part 3 presents a teacher inservice course of study which discusses in detail the rationale for career education, lesson design and development, resources and materials, and includes an appendix for inservice evaluation with sample forms. Part 4 presents a secondary level guidance career education course outline which focuses on viewing and discussing films and a variety of written and oral exercises geared toward career development, especially its humanistic elements. Instructional questionnaires materials and additional resources are appended. (JR)

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CAREER
CE education

THE NEED AND AN APPROACH TOWARD IMPLEMENTATION

BY

KENNETH CUMMINGS

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INTRODUCTION

The purpose of this text is to explore career education in three specific segments. Part I presents a technique for proposing the concept of career development education to school administrators and boards of education. Evidence of a supportive nature in Part II, Career Development Education: An Analysis for Need, emphasizes the statistical and humanistic considerations for stressing this curriculum reform. This research is designed to answer most questions that may be raised about why career education should be given a priority in elementary and secondary education.

Part III, Career Development Education: An Inservice Teacher Course of Study, is an outline that describes the procedure for instructing teachers about both the need for, and the implementation of career development education. The instructional content utilizes the research of Part II, and this data is used to stress manpower needs, and employment predictions for greater teacher insight that can assist the graduating high school student. Specific recommendations are contained in Part III in reference to audio-visual materials and other reference materials.

It is hoped that the material contained in this book will act as both a guide and catalyst toward the successful implementation of career development education in your school district. There is no question that career education is a valid curriculum reform. Career Education: The Need and An Approach Toward Implementation, is one plausible solution toward achieving its utilization in the classroom.

PART I

HOW TO IMPLEMENT CAREER EDUCATION

I. The Preparation for Implementation - The Superintendent and the Board of Education

In order for career development education to be successfully implemented, a school district must be adequately informed about its importance. To formally propose a career education program, the Chief School Administrator, Board of Education and other policy-making staff must be given enough information relative to the need for career education in the classroom.

Presenting enough information may vary from a simple summary of the need to a very thorough statistical analysis of the objectives, goals and outcomes of earlier career development projects. Career Development Education: An Analysis of Need present a well documented review of the imbalance of present curriculum priorities, manpower, projections, and representative opinions from educational leaders. This data and the bibliography of this research should satisfactorily resolve all questions raised by board of education or administration. If additional information is demanded, or if further requirements must be responded to, listed below are two excellent references.

A. K-12 Guide for Integrating Career Development into Local Curriculum by Harry N. Drier, Jr., Charles A. Jones Publishing Co., Worthington, Ohio - Price $7.00 for copy ... 261 pages

This guide is an excellent source, and can respond well to questions pertaining to:

1. Career Planning & Preparation
2. Behavioral Objectives in Grades K-3
3. Evaluation of Career Education Programs
4. Career Education Supervision
5. Curriculum Objectives in Junior High School
6. Recommended Procedures or Lessons for Specific Grade Levels

B. Career Education - What It Is and How To Do It, by Kenneth B. Hoyt, Rupert H. Evans, Edward F. Machin, and Gorth L. Mangum; Olympus Publishing Company, Salt Lake City, Utah - Price $2.50 - 190 pages

This reference text presents information about the following topics and considerations:

1. Philosophy for Career Education : What It Is
2. Career Education, the Issues
3. Career Education - Why There Is a Need

Another technique that is highly effective toward presenting a concise and accurate account of the need for career education is the use of audio-visual materials. Statistical information in Appendix F can be re-produced as transparencies, slides or statement sheets.

Other excellent audio-visual materials of a professionally produced nature that can be effective in presenting evidence for career education are listed below:

C. Higher Education: Who Needs It - CBS News 16 mm - Color Film - 52 minutes, Carousel Films, 1501 Broadway, New York, N. Y.

This film very starkly presents the problem of college graduates trained or educated for occupations that are already over-crowded. Its contents should be fully previewed and be prefaced prior to its presentation emphasizing:

1. The facts are statistically accurate.
2. It is an excellent illustration of the need for career education for the college-bound student.
3. The film is not against college education, but does present some very valid arguments about alternatives in education other than the traditional ones.

D. Blue Collar Trap - NBC News 16 mm Color Film -
52 minutes, N.B.C. Educational Enterprises,
30 Rockefeller Plaza, New York, N. Y. 10020
(212) 247-8300

This film describes the boredom and general attitudes of the worker who works in an unskilled category. Using an automotive assembly line as the "job", the film discusses openly the trapped nature of the man on the job. The needs of the individual cannot, and are not, being met by money alone. Prior to the presentation, the film should be previewed as to its appropriateness for your school district. This film should be introduced stressing:

1. Workers without skills do not have high geographic or upward mobility.
2. The presentation describes an assembly line, but represents a large cluster of jobs classified as unskilled.
3. Career education can assist greatly by making students aware of the limitations of being unskilled.

The materials in this introduction can be adequate basis for presenting to a board of education or superintendent enough information to evoke a positive response. When a decision to implement career education has been reached, the board of education should then be presented with an outline of the proposed course of study that is found in Section III. The materials of this course of study should be reviewed by the curriculum supervision staff so that they can respond to the content and objectives of the program.

After modifications are made based on local priorities (socio-economic factors, manpower needs, and other unique considerations), the board of education should then be presented with A Procedural Model for Career Education. This descriptive outline will indicate the extent of commitment that is expected if the concept of career education is approved.

It must be stressed that the course of study will be structured and that the staff involved in the inservice course are expected to produce measurable results. This concept can be clearly illustrated to board members by discussing the evaluation materials in Appendix A and D. In all instances, the board of education must be shown that the career education program will be implemented and that measurable results will take place.

Examples of what types of data should be presented as evidence to support the need to implement career education. The listing below will assist the presentation made to the board of education and the superintendent.

A. Student Data - Local

1. Percent that graduate from high school.
2. Percent that drop out.
3. Percent that go to 4 year college.
4. Percent that go to 2 year college.
5. Percent in general curriculum.
6. Percent in a vocational program.
7. Percent that drop out of college.
   (both 2 year and 4 year separately)

B. National and State Statistics

1. Manpower needs present.
2. Manpower needs projected.
3. Community Growth Projections.
4. Unemployment and over projections.

C. Analysis

1. Comparison of manpower needs and student data from student data.
2. Business community views on the preparation of the student.

II. A Procedural Model for Career Education - An Inservice Teacher Course of Study

The following items are prerequisites for successful implementation of an inservice course of study:

A. A formalized agreement with a school district should be established to produce a thrust toward implementation. This should hopefully entail an official position statement of goal and priority.

B. The formalized agreement will utilize existing school procedures for the administration of an inservice course of study. Considerations of these existing methods could include the following:

    1. Payment to teachers based on a contractually agreed formula that stipulates or defines ratio between the number of hours taken by teachers in instruction and the number of units of inservice credit received.

    2. Released time for teachers during the school day for purposes of receiving instruction to career education. No inservice credit or increased salary is offered.

    3. An intensive summer workshop offered with a flat stipend or salary given only for completion of the course work taken. This would not involve the recording of credits or increased salary beyond the existing salary schedule.

    4. The acceptance of an approved graduate level course of study in career development education implementation.

C. In recognition of the goal and priority of the formalized position of a school district, staff members must respond to the structure of the course requirements. These will include the following:

1. Teachers will submit specific lessons/plans to be implemented upon completion of the inservice course.

2. A quantitive analysis or measurement of all audio-visual materials used to aid in the instruction will be included on lesson plan by title and date.

3. A qualitive measurement of audio-visual materials will be made by students and administered by the teacher giving lessons on career education.

4. An end of year evaluation or summation by the teacher to measure the quantitive and qualitive results of the career education program.

5. Failure to conform to the stipulations would result in termination of inservice credit or additional salary based on contractual agreement.

D. A school district commitment will involve reasonable investment in reference to:

1. Financial assistance to equip facilities with basic materials and equipment for both instruction of teachers and students. This would include:

    a. 16 mm films
    b. Filmstrip and Record or Cassette Recordings
    c. Video tapes
    d. Transparencies
    e. Administrative Costs
    f. Standardized Student Testing Materials
    g. Inservice or Stipend Payment

The items in the structure of the agreement should be specified in a formalized document that will clearly state the accountability of both the administration and the staff taking the inservice course.

PART II

CAREER EDUCATION: AN ANALYSIS OF NEED

III. Society's Concern

In the last decade, there has been an increasing concern over the question of man's work. Articles in newspapers, magazines, and textbooks have expressed points of view illustrating the problems of workers, employers, and potential employers. These articles point out very graphically that individuals are faced with an enlarging number of challenging ideas in reference to the world of work.

Charles A. Reich, author of the book, *The Greening of America*, indicated the complex nature of man's survival in a technological society by stating:

> What kind of life does man live under the domination of the Corporate State. It is the life that was forseen in The Cabinet of Dr. Caligari, Metropolis, and M, a robot life, in which man is deprived of his own being, and he becomes instead a mere role, occupation or function. The self within him is killed, and he walks through the remainder of his days mindless and lifeless, the inmate and instrument of a machine world.
>
> The process by which man is deprived of his self begins with his institutionalized training in public school for a place in the machinery of the State. The object of the training is not merely to teach him how to perform some specific function, it is to make him become that function; to see and judge himself and others in terms of functions, and to abandon any aspects of self, thinking, questioning, feeling loving, that has no utility for either the production or consumption in the Corporate State. The training for the role of consumer is just as important as the training for a job, and at least equally significant for loss of self.
>
> Job training in school consist of learning goal-behavior and an accompanying discipline and repression of unrelated instincts and interests. Goal-behavior is simply the substitution of outside ends for inner objectives. In the classroom, the goals set for the child include memorizing and being able to repeat certain information and opinions,

> completing papers and tests according to prescribed standards, and conforming to certain rules of deportment. The more senseless the goals the better — for that child is best prepared who will pursue any goal that is set with equal effort. [1]

An educational consideration about career choices and what the institution that is referred to as "education" has done in the past is cited by Dr. Sidney Marland, ex-commissioner of education. He expressed the following view:

> "We have hypnotized ourselves. We are so occupied with higher education that it has become a national fetish. High schools measure their success by the number of their students who go on to college. People view vocational education as a great thing for the neighbors' children." [2]

The question of what is taught is very closely related to what Dr. Marland has expressed. If students in a school environment are exposed to a limited cross section of experiences, then their choices will also be limited or restricted.

This point can well be expressed by interviews that were done on C.B.S. News in a program entitled: "Higher Education: Who Needs It?" The narrator, Hughes Rudd begins:

> RUDD: It's the season when almost a million young men and women on more then 2,000 campuses take their synthetic sheepskins and leave the academic nest. The college degree has been part of the American Dream, a passport to success, money and the better life. But it may not work that way any more.

---

[1] Reich, Charles A., The Greening of America, New York: Random House 1970, p. 141.

[2] Dr. Sidney Marland, "Education Chief Urges More Career Training", New York Times, August 8, 1971, Sec. 2, p.1, Col.5.

> How about you? Have you got a job lined up yet?
>
> MAN: No. I haven't. I've applied to 35 places, I've had two interviews and I haven't heard from any yet. But all the rest have been no vacancies.
>
> WOMAN: Anybody that needs an excellent phys. ed. teacher, here I am.
>
> MAN: With a bachelor's, it's almost impossible to find a job.
>
> RUDD: When you started in school four years ago, did you think it would be this tough when you got out?
>
> WOMAN: No, not at all.
>
> RUDD: Have you got any jobs lined up?
>
> MAN: No, not even close.
>
> RUDD: Have you got a job lined up?
>
> WOMAN: No. I hope I do. I don't know yet. I have another interview Tuesday. I doubt it. [3]

The college graduate has been placed in a compromised position by the very process that intended to give him greater earning power and personal satisfaction. Stark facts support this view. Time Magazine illustrates this by stating:

> A survey of 140 U.S. colleges and universities indicated that between March 1970 and March 1971, job bids for male B.A.s dropped 61% and a staggering 78% for

---

[3] "CBS Reports", C.B.S. Telecast, March 7, 1972: "Higher Education: Who Needs It?", Narrator, Hughes Rudd.

> Ph.D.s. Actual hiring will be down less, probably by 25% at the B.A. level. A possibly incomplete but telling toll of the 944 men who graduated from the letters and sciences division of the University of Wisconsin last year showed that only 174 were working full time; and of that number, only about half had the kind of job they wanted. In the recent recession, large manufacturers were the first to cut back their college recruiting. This year, the businesses that have been hiring the most students are accounting firms, insurance companies, public utilities and oil. A. T. & T. plans to hire about 3,500 graduates this year; the accounting firm of Peat, Marwick, Mitchell & Co. will take on more than 1,000 for its 105 offices across the country; and the Prudential Insurance Co. will hire 500 (the same number as General Motors). Qualified graduates will find a number of openings in banking, construction, building materials manufacturing and retailing. The firms that have cut back the most on their student hiring this year are electronics, chemicals, drugs and, of course, aerospace, where the only new opportunity these days, it is said, lies in becoming a sky marshal.[4]

The question of the college graduates' status in American society has been negatively assisted by the colleges and universities that do not pay heed to the national manpower needs. Although not a universal truth, the comment below is all too prevalent.

> The question is whether or not the universities and colleges will pay any attention to its recommendations. George Bonham is editor of Change magazine, the leading monthly journal devoted to higher education. We asked him what sort of reception he thinks the Newman report will receive.
>
> BONHAM: I think it will be very mixed. There has not been much evidence by most campuses that they're willing to face up to this relationship of education and jobs.

---

[4] "Graduates and Jobs: A Grave New World", Time Magazine, May 24, 1971, pp. 49-59.

> I just came from a faculty meeting up in New England and I asked this question of department chairmen: are they concerned about the fact that their graduate students cannot get jobs: Well, they didn't seem to be very much concerned. One of the people said: "Well, that's not our business. Our business is education, and it's up to society to provide the jobs once they get out."
>
> RUDD: That attitude seems to be general among true-blue academics, but at Michigan State University - enrollment 44,000 - the deans are at least willing to listen to a voice from the marketplace. Jack Shingleton is placement officer at Michigan State and his job is finding jobs for the graduates. [5]

The effect of the educational process has destroyed the students' views of survival of the fittest. One expression of this difficult adaptation is expressed as follows:

> In the past few years, the American dream has turned sour for many of our young people. A generation taught that getting an education would be the key to success found the situation suddenly changed - - - thousands of college graduates unable to get jobs in their fields, and even experienced scientists, engineers, and teachers unemployed, - our youth are taking this hard. Enrollments in engineering schools have dropped sharply two years in a row. It is likely that when the returns are in from other fields of scientific and professional education, it will be seen that youth are turned off from these fields as well. [6]

Work, in general, regardless of its educational requirements, is faced with new and significant problems. The expectations of people who work has been altered. Charles Reich in The Greening of America remarks as if it's obvious:

---

5 "CBS Reports", C.B.S. Telecast, March 7, 1972: "Higher Education: Who Needs It?", Narrator, Hughes Rudd

6. Harold Goldstein, assistant Commissioner for Manpower Structure Trends, Employment Patterns for the 1970's, A Speech to the American Personnel and Guidance Association Convention, Chicago, Ill., March 1972.

> American society no longer has any viable concept of work. A Father's Day ad for corduroy slacks says: "For a man's happiest hours" - meaning, for the hours when he is not at work. We are no longer expected to find work happy or satisfying. There is, for example, no advertising designed to create pride in craftsmanship or in a worker's self-discipline. Nor is anyone convinced that he should work for the good of the community. Instead, the belief is created that one works only for money and status. This puts a heavy burden they are no longer able to carry.

Another more philosophical view expressed other dimensions of man's existence in the world of work. In White Collar, Mills wrote:

> Something is hollow about this argument when it's applied to management-labor relations: there's little doubt that the needs of production take precedence over the inner lives of the worker, and little creditability to the idea that "conditioning" is successful. But the arguement assumes a different cast when you consider management's relationships with itself. (Although the labor-management division is central to the social expertise of the country, it is hard to think that it occupies the minds of most executives: most managers manage other managers). The assumption in the Mayo studies, that meeting the needs of the employee meets the needs of the organization, is at the center of the subsequent literature of management.[8]

There are many numerous considerations about employment. Education must attempt to assist people in their adjustment to the world of work. The problems of adjustment that education must overcome are illustrated in the following points:

---

7 Reich, Charles A., The Greening of America, New York: Random House 1970, page 9.

8 Mills, Charles Wright, White Collar, New York: Oxford University Press, 1951, p. 38.

> Working people with whom I have talked make quite clear the ways they feel - concerned, trapped, lonely, pushed around at work, and Simone Weil kept on emphasizing, confused by a sense of meaninglessness. These feelings, I have noticed, often take the form of questions - and I will take the liberty of paraphrasing some of them that I have heard: What am I doing that really matters? What is the point to it all - not life, as some philosophers say, but the specific, tangible things I do or make? What would I do if I had a real choice - something which I doubt I ever will have? Is there some other, some better way to work? Might we not break up these large factories and offices, work closer to one another as workers - and work together on something that is not a fragment of this, a minor part of that, but is whole and significant and recognizable as important in our lives? [9]

Further commentary about the world of work "as it is" is expressed in an editorial comment that explains the uncertainties of employment. While not specific, this view encompasses some of the national considerations. This expression places much emphasis on the unknown. The author, Richard Todd, states:

> A man at work - anywhere in "the system" - faced a perverse set of uncertainties in 1971. Wages and salaries had risen, benefits increased (the four day week could not be far off) - but at any moment the faltering economy might choose to dissolve another job. Unemployment rose most dramatically among two groups: the lowest paid, least skilled, and the highest paid, the managers, scientists, and engineers. Inflation stole away the gains that the average family earned. Finally in August, the President declared a national state of emergency and instituted a range of measures including the first effort to control wages and prices since 1953, with unforeseeable consequences.

[9] "Notes on Corporate Man", Atlantic Magazine, Oct. 1971, p. 88.

> But even relief from inflation and renewed prosperity would leave crucial questions unanswered. How is work itself changing in our society? A few changes are plain. The office and the factory move out from the city, stand by the side of the freeway, island of aluminum and glass. The substance of work changes: it has been about fifteen years since the balance of the economy shifted from production to services. Hundreds of thousands scurry ahead of oncoming automation, moving upward into more skilled jobs. The ratio of white-collar to blue-collar workers now stands at 5 to 4. What of the large questions - the pleasures, miseries, the significance of work? Listen to just the cultural news of youth, the "veritable greening of America" - and you could almost forget that work continues to exist: much of work's traditional power to bestow dignity has disappeared. And yet, as one writer argues in the section that follows, that may mean only that we expect more from it. What am I doing that we need? What can be done to make work more gratifying? [10]

William Serrin, author of The Assembly Line, expresses the nature of men's true thoughts about work in an area that education and educators cannot really understand. The job represents an endeavor (job) that employs a very large segment of our population. Yet, from an educator's experience, it is an unknown. The comments of these tasks are real, yet unrealized by the teachers that attempt to prepare all the people for all the world. Below is a view from William Serrin:

> The line, the goddamn line. Fifty-five cars an hour, 440 cars a shift...two shifts a day, 4400 cars a week. 44 assembly plants, 9 million cars a year...lights, machinery, noise... hundreds of hustling workers, arms moving, legs moving...tightening bolts, fastening cables...using big electric wrenches and drills, the hoses stretched out behind them...and the colors, the brillian goddamn colors...aqua, grabber lime, pewter, pinto red, sassy grass green, rosewood, ascot blue,

---

[10] "The Meaning of Work", Atlantic Magazine, Oct. 1971, p. 104.

> Nevada silver, cottonwood green, in-violet, curious yellow, burgundy fire, glacial blue, Toro-red, amber sherwood, formal black, sunflower, sandalwood, cranberry, Sno-white, Bahama yellow, true blue, rallye red, yellow gold... The workers, 7,000,000 of them across the country, 2,000,000 of them in the Detroit area...men and women, whites and blacks,...big blacks with Afros and young dudes with processes, paunchy whites, paunchy blacks, rednecks, fathers, husbands, suburbanites...women, tight-skinned, almost never pretty, with hair teased in the fashion of ten years ago...8 hours a day, not counting a half hour off for lunch...[11]

Another description of work that explains the nature of the task does it by exploring a story, as though Hemingway were writing a novel. Its description is not negative nor positive; it is rather a direct explanation of man's neutrality to work. Not angry, he toils with the realization that he's needed but not considered important. He's the Garbageman:

> Not long after Dick Cavett waves good-night to Boston's television insomniacs and the national anthem ends Channel 7's broadcast day, an alarm clock buzzes on the table next to Ray Murdock's bed. He has lived through two harsh decades of premature reveilles, but Murdock still needs the clock to shake him out of slumber. On the double bed beside him, his wife sleeps through the commotion. She learned a long time ago to ignore the noise that brings her husband to the bathroom at three o'clock every morning; a clock radio and two noisy daughters will wake her four hours later.
>
> Murdock let the water run cold, than splashes himself awake with a facecloth. He is thin, a prematurely gray Art Carney of a man, with hair flecked white and cropped into the short beginnings of a wave in front. His heavy blue eyes are small but expressive. One tooth protrudes from under his top lip, which gives the impression that he's always grinning.

---

[11] "The Assembly Line", Atlantic Magazine, Oct. 1971, p. 62.

Getting into gray coveralls and grabbing his black baseball hat from the bedpost, Murdock steps downstairs to the kitchen, where he shaves quickly and without a mirror. He is never without his baseball cap. Even indoors he keeps it hanging from a back pocket, like some lanky kid almost forty years old. Soon he is out the door. It's getting on to half past three in the morning, and dark. He pulls yesterday's garbage from one of the barrels in the backyard, slides the bag onto the rear seat of a 1966 maroon Chevrolet sedan, and drives off. Usually Murdock's are the only headlights to be seen at this hour coming in on Route 138 through suburban Stoughton. Seven years ago he brought his wife and four kids here, to a small white six-room house which he got on a twenty-year mortgage with no down payment.

Murdock cuts down the Southeast Expressway. At 3:45 a.m., he reaches the venerable Irish ghetto of South Boston and pulls into an all-night diner for coffee. Fifteen minutes later he leaves and makes the short drive to the fenced-in yard of Walter A. Digby, Inc., the city-s largest refuse contractor. It is a chilly morning for midsummer. Murdock puts on a pitcher's jacket over his coveralls, leaves the key under the floor mat during the day, grabs the garbage bag from the back seat, and walks across the lot. He tosses the bag into the hopper of a very big truck. There are over two hundred very big garbage trucks in the yard, most of them still half full from yesterday's collection. Murdock punches his time card and checks with the dispatcher to see if he'll have to change his route today to cover any called-in orders for refuse removal. There have been two calls. With his own route engraved in his mind, he figures that this will be an above-average day; thirty-two stops.

"When I started shakin' barrels as a kid, they made me join the Teamsters. 'Course they never asked how old you were. In them days it was only 'get it up'. It wouldn't matter if you were twelve years old. I had a friend in the business and the money was pretty good, so I went in. That was around 1947. It wasn't a bad job in them days." [12]

---

[12] "Two Workers: The Garbageman", *Atlantic Magazine*, Oct. 1971, p. 78.

The problem is evident - man must attempt to visualize a solution to the world of work. Education has not solved the problem. Intelligent appraisal by teachers and college philosophers cannot meet all the previously described challenges. The individual, however, can overcome some of these challenges. The human element in a minority position can exist and perhap conquer the foe called work. Two examples of this survival are illustrated below:

> On the television and in the papers in spring, young Henry Adams, Harvard '71, enjoyed a brief run: in the news because he was a descendant of the Colonial Adamses and because he spurned traditional work, was not going to be a lawyer or a scholar but a craftsman, a worker in stained glass. Others in the class aspired to be carpenters, subsistence farmers, taxi drivers. Some 20 percent had no plans at all. Kingman Brewster won the assent of incoming freshmen by remarking that they no longer wanted the "success" for which their education traditionally prepared them. All a social class phenomenon, it can be argued: the whims of children of privilege. Peter and Brigitte Berger, socialogists, suggest that what's happening is not the greening but the "blue-ing" of America; that is, the children of the blue-collar workers will rise in ever greater numbers to fill the jobs the upper-middleclass child disdains. But then, if you are among the corporate-ascendant, it is your children who are the likeliest dropouts. The internal litany that has dignified the worst and best of work - - My son won't have to do this. He'll have an education. He'll move a rung up the ladder. His son will climb higher- - who can have confidence in that now? The progress of generations is too easily shortcircuited.[13]
>
> Young adults are particularly choosy; many have little interest in the grinding routine of the assembly line or in automated clerical tasks like operating an addressing machine or processing a payroll. The nation's 22.5 million workers under 30, nursed on television and still showing their spock marks, may in fact be too educated, too expectant and too anti-authoritarian for many of the jobs that the economy

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13 "Graduates and Jobs: A Grave New World", Time Magazine, May 24, 1971, pp. 49-59.

offers them. Affluence, the new rise in hedonism, and the antimaterialistic notions expressed in Charles Reich's The Greening of America have turned many young people against their parents' dedication to work for the sake of success.[14]

There are problems in the area of workers' attitudes, and also with the nature of what work really is. The problem at the General Motors Vega plant was, by considered opinion, a managerial mistake. Historically unionism has developed because the worker realized or felt an unequity about his position in his role as an employee.

Educators must be aware of the problems as they were and as they are presently relative to the world of work. Big business, for example, has been affected greatly by worker absenteeism to the extent that alternative solutions rather than worker punishment or dismissal is more the rule than the exception. Cited below is an example:

> Philosophers of capitalism have always expected it to produce social progress, but usually as a byproduct of economic efficiency. In 1776, Adam Smith asserted that the businessman pursuing his own self-interest would be led "by an invisible hand" to do so. For almost two centuries, businessmen accepted the comfortable, generally sound idea that, by seeking wealth for themselves, they would create jobs, goods - - and wealth - - for others and managers figured that their chief duty was to make the biggest profit they could, subject to some qualifying commandments: Thou Shalt Not Cheat Customers, Thou Shalt Not Oppress Workers, Thou Shalt Not Conspire With Competitors. As a citizen, the U. S. executive might worry about housing, education or public health. As a corporate official, he typically considered such things none of his business. Now business is changing. U. S. corporate leaders have begun articulating a new philosophy: that business is part of the total society and has an obligation to attack a broad range of social problems, if need be, in ways that temporarily retard profits. Fletcher H. Byrom, Chairman of Pittsburgh's Koppers Co., finds the idea that

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[14] "Is the Work Ethis Out of Style", Time Magazine, October 30, 1972, p. 96.

business exists only to make a profit as unsatisfactory as "saying that the function of living is to breathe". Charles F. Luce, chairman of metropolitan New York's Consolidated Edison, argues that managers must directly concern themselves with "whether Negroes and Puerto Ricans have decent jobs and housing and education". B. R. Dorsey, president of Gulf Oil, goes as far as to say that "The first responsibility of business is to operate for the well-being of society". In sum, the business of business is America.[15]

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[15] "The Executive as a Social Activist", *Time Magazine*, July 20, 1970, p.27.

IV. Career Development Education

Career Development Education has been given much consideration. For purposes of defining its scope, the following is stated:

> Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life. [16]

In his book, Man, Education and Manpower, Dr. Grant Venn states his view on what career education should do. He stated:

> "There is a great need for strengthening the business-employer-school partnership at the local level. Basic education can best be promoted through joint efforts between the local school and the employer. We must develop a plan which provides continuing education for adults in basic education programs, and which is responsive to changing conditions, individual needs, and the needs of the labor market." [17]

Another consideration given about career education is more explicit in terms of relating the school subject to the real world.

Career Education

> There are more than 20,000 possible careers in Americe, diverse enough to encompass everyone's interests and abilities. Yet 2.5 million young people each year graduate from high school or drop out of high school or college with no planned career and few if

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[16] Hoyt, Kenneth & Evans, Rupert N., Career Education, Salt Lake City: Olympus Publishing Company, 1972, p. 1.

[17] Venn, Grant, Man, Education and Manpower, Washington, D.C. American Association of School Administrators, p. 73.

> any marketable skills. It costs $28 billion to "educate" them for potential failure.
>
> Career Education is a systematic way to acquaint students with the world of work, in the elementary and junior high years, and to prepare them in high school and college to enter and advance in a career field carefully chosen from among many. For adults, it is a way to re-enter formal education and upgrade their skills in their established career field or to enter a new field.
>
> Career Education is not a do-it-yourself kit that comes boxed, color-coded, and indexed. It is not a program so much as it is a concept to be adapted to the needs of each state or community. The Office of Education is developing four models to help schools, colleges, employers, and others visualize and begin to work out their own approaches.
>
> School-based Model. In the early grades Career Education means that the vital academic program is expanded to make children aware of the many fields of endeavor open to them in coming years. Teachers are trained to relate a science lesson, say, to a career in X-ray technology or oceanography. Curriculum specialists organize course work in social studies to include future job possibilities as historian, geographer, cartographer, artist, or printer. Guidance counselors - in elementary as well as secondary schools - build field trips to factories, shipyards, and salesrooms into career orientation. [18]

Pautler expressed the specific themes that he felt were necessary to have a successful career development education curricula or program. He presents them as follows:

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

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[18] "Career Education", Education Briefing Paper, U. S. Office of Education, May 1972, p. 1.

3. The student will understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

6. The student will learn to establish, although tentative, personally relevant goals.

EDUCATIONAL AWARENESS

7. The student will recognize that learning is a continuous process occurring in and outside of school.

8. The student will recognize that educational experiences are a part of his career development.

9. The student will recognize that different career directions require varying types of educational preparation.

10. The student will recognize the significances of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

CAREER AWARENESS

11. The student will understand the variety of occupations found in the world of work.

12. The student will understand the way in which occupations relate to needs and functions of society.

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.[20]

When asked about his opinion, concerning the breadth of career education, Dr. Sidney Marland expressed these views:

> Q. What do you mean by career education? Is that a euphemism for vocational training?
>
> A. An emphatic "No!" This is anything but a trading of names, although I would be quick to say that vocational and technical education has a very large part to play in career education. But let me tell you a little bit more about the idea:
>
> To begin with, our society has developed a kind of folklore that say to be good you must go to college - to be somebody you must have at least an A.B. degree. For many years, that was a very appropriate goal, and it served as a world model to increase the intellectual, social and economic level of our country.
>
> But we have come to the point where a kind of self-hypnosis has set in. People are convinced that this is the only way to glory. And I hold that it is not true. I'm not talking only about differences in intellect. I'm talking about differences in aspiration, in goals; differences in human needs and what people want to do with their lives. I think there is a false set of values surrounding the whole theme of vocational-technical education that says, "That's for the other people, but my children are going to go to college."

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[20] Pautler, Albert J., "Implementing Career Education", Speech presented at a Symposium at SUNY College at New Paltz, January 16, 1973, New Paltz, New York.

REPLACING USELESS COURSES

Q. Grease education, it used to be called-

A. Yes, the dirty-hands school. That's the idea That's been held by many people. And if anything can come of my time of service in Washington, I hope it will be to correct that. At present, about 54 percent of high-school graduates go on to higher education. And if you look closely at the average high-school graduating class, you will see that no more than about 10 to 12 percent studied vocational-technical programs leading directly to salable skills. And in between for all the rest of the young people, there is that dubious euphemism, the general curriculum - which is a put-on. It doesn't lead to anything.

I hold that we should do away with the general curriculum, which young people in our high schools now find to be a put-on. It contains no intrinsic motives, no tangible goals. It does not lead to satisfying and rewarding employment. In talking about career education, I'm not trying to discourage young people from going to college-quite the contrary. What we must do is create social value and prestige in a wholly different kind of education for the nearly 50 percent of young people who choose not to enter college, and for the much larger percentage which includes those who enter but soon exit. I want to give exposure to what the world of work is all about to all children.

You see, a career is something that you and I were trained for one way or another, just as did your doctor and your architect and your attorney and the man who prints your magazine. Many of us have come upon it accidentally, without very much planning and without very much information on which to make very important life choices, and, by chance or by the grace of the Almighty, we found ourselves where we are. Now, that's a haphazard way to go about planning a life, notwithstanding the Almighty's wisdom. I hold that along about fifth, sixth, or seventh grade, along about age

> 12 or 13, there ought to be some systematically planned information made available to young people through the curriculum so they can have a hand in shaping their own lives in a thoughtful and informed way.[21]

The position of the teacher is the most important aspect of implementing a successful career education program. Confusion about what teachers should be involved is expressed in the following way:

> Classroom teachers should be at the "cutting edge" in working toward an integrated concept of Career Education in the public schools. But first, make sure you understand what terms you are using. What is Career Education? What is Occupational Education? Upon what base or foundations is the concept based? Is it really for all children? How will you implement such a program at the local level? All along we have talked about Industrial Arts as a part of "general education",(whatever that is) now which way should we move? Now is the time for Industrial Arts people to make their impact felt in eliminating the artificial separation "between things academic and things vocational".
>
> A K to 12 program of "occupational" (New York State) or career (elsewhere) education can only be implemented at the local level. Ivory tower educators can give suggestions (many times unrealistic) about program implementation at the local level but those of you "on-the-firing-line" (in the local schools) are really where the action is. A major curriculum development effort will be required in every school district which is concerned with an integrated program of occupational and/or career education.[22]

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[21] "An Education Leader Speaks", U. S. News and World Report, November 1, 1971, p. 57.

[22] Pautler, Albert J., "Implementing Career Education", Speech presented at a symposium at SUNY College at New Paltz, January 16, 1973, p. 3, New Paltz, New York.

The State of New York State Regents is specific about its formula for implementing career development. It's highly structured or programmed orientation stresses the progression from a chronological basis.

A Continuing Program

> The system will provide a continuum of occupational education programs and services, beginning in early childhood and extending through all instructional levels, including adult and continuing education. Components of this continuum will be designed to ensure development of student characteristics at approximate key ages; for example:
>
> - By age 9, the student understands the concept of work, appreciates the value of work and the worker, and is familiar with a wide variety of kinds and fields of work.
>
> - By age 12, the student is familiar with the broad families of occupations, is aware of the prerequisites for employment in the various kinds and fields of work, and understands the ways of progressing from one occupational level to another. He is developing awareness of his own abilities, interests, and aptitudes in relation to various occupations.
>
> - By age 15, the student is able to assess his own potential and to participate in making informed decisions regarding his immediate educational and occupational goals. His options include access to occupational programs which prepare him for immediate employment upon graduation, for continued occupational education at the post-secondary level, or for exit to the labor market prior to graduation.
>
> - By age 18, every student is able to choose and plan the next step in his occupational and educational career. The occupational education student is able to obtain entry-level employment in occupations for which he is trained, and/or to enroll in post-secondary occupational education.

> .By age 21 and for as long as he is able and willing to work, every individual is employed in a position commensurate with his skill development and is able to select from continuously accessible preparatory and remedial programs which provide training and retraining for employability, advancement, job security, and mobility, appropriate to his talents, interests, and needs.[23]

For these objectives to be realized, there will need to be greater career consciousness throughout the educational system. Career education is an idea whose time has come, not in the sense that preparation for work should become the sole or even major focus of the educational process, but in the sense that student exploration of career interests, aptitudes, and abilities is a powerful means of effecting a much-needed infusion of reality into the curriculum.

The varied approaches toward implementing career development education is unending in number. There exists, however, a common content in that the concerns stress an integrated or coordinated approach.

The teachers of all disciplines at all grade levels must strive toward meaningful dialogue that will explain the nature of man's existence in the world of work. This cannot be easily accomplished because of community attitudes or parental bias about their conception of "success".

> "Life style as depicted by television falsely portrays the status of an individual's occupation. Contemporary folklore heroes such as Dr. Gannon of "Medical Center", the lawyers of the "Bold Ones", and "Dr. Marcus Welby" are all illustrations of a philosophical goodness. These characterizations are starkly contrasted with "Josephine the Plumber", Ralph Cramden of the Honeymooners, and numerous others os so called lower status occupations. Parents and children have been conditioned to think about people and their jobs the same way."[24]

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[23] "Career Education", Position Paper No. 11, New York State Regents, May 1971, p. 12.

[24] Cummings, Kenneth R., The Grate Brain Robbery, a book in progress.

It becomes obvious that career development education must attack with vigor the prejudice of bias of parents and the media that gives distorted portrayals of man's work.

The teacher must work diligently to observe what is taking place in the world of work outside of school. The information must be practical rather than theoretical. Students should be presented real evidence about what the world has to offer him. This requires a continual study by the teacher so that the information is up to date.

Seemingly unrelated topics such as employment projections, manpower needs, and political changes are of paramount importance to the teacher. If the teacher fails to keep abreast of these factors, then he is giving misinformation. Only in this way can students be given a true assessment of his potential in a technological society.

The view that educators must no longer isolate themselves can be summed up by an all encompassing statement that sums up the nature of rapid change. Its content is as follows:

> "Technological change has rather suddenly thrown up a dramatic challenge to this nation's political, economic, social and education institutions though the full scope of this challenge may not be comprehended for years to come. Its dimensions are now clear enough to call for a massive response on the part of American education. All levels of education must quickly move to assume greater responsibilities for preparing men and women for entry into changed and changing world of technological work." [25]

Education must pay heed to all of society's mandates. Unless an open communication exists, teachers cannot expect to meet the needs of the students.

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[25] Suada, Harvey, Work As a Public Issue, New York: MacMillan, 1964, p. 13.

V. Analysis of Manpower Needs: State Predictions

In order for teachers to present information about the occupational world, they must use facts in regard to where jobs are. Reams of well documented research is done each year to indicate trends. An example of one such research is highlighted below:

> This note summarizes the methodology used in making the projections presented in this report. (A detailed discussion of projection techniques and source materials appears in New York State Department of Labor, Division of Research and Statistics, Manpower Directions in New York State, Technical Supplement, Special Bulletin 241, 1968). The projections consist of six major elements:
>
> I. Nonfarm wage and salary jobs by industry (table A series).
>
> II. Total jobs by industry (table B. series): Consists of nonfarm wage and salary jobs, farm jobs, self-employed and unpaid family workers, and domestics - as well as a redistribution of government jobs to conform to the industry concept used in the Bureau of Labor Statistics (BLS) national matrix.
>
> III. Total jobs by occupation (table D series): The number of jobs in an occupation in 1980, minus the corresponding 1968 figure, yields the number of new jobs expected to result from industrial change.
>
> IV. Job requirements by occupation (table D series): To obtain estimates of the number of jobs that need to be filled during the 1968-1980 period by occupation, the number of openings that will result from death and retirement were added to the number resulting from industrial change.

V. Civilian labor force (appendix table 1, State only): Number in the civilian labor force by age and sex and the corresponding number in the civilian noninstitutional population by age and sex.

Reconciliation (appendix table II, reconciliation of conceptual differences between #II and #V).

A number of general assumptions are implicit in the projections, ones made by the United States Bureau of Labor Statistics in developing national projections to which the present New York State projections are related in a basic way.

- The United States will no longer be fighting a war; therefore, defense spending will be reduced from the peak levels of the Vietnam conflict.
- Armed Forces' strength will drop back to about the same level that prevailed in the pre-Vietnam period.
- Economic, social, technological and scientific trends will continue to reflect traditional values placed on work, education, income, and leisure.
- Fiscal and monetary policies will achieve a satisfactory balance between low unemployment rates and relative price stability without reducing the long-term economic growth rate.
- Among the detailed occupations, the largest number of job openings will occur in the following occupations:

	Number of job openings	Percent of 1968 jobs
Stenographers, typists, and secretaries............	284,000	66
Attendants, hospitals and other institutions.....	98,000	102
Mechanics and repairmen, n.e.c.	83,000	50
Nurses	71,000	80
Cashiers..................	71,000	93
Private household workers..	60,000	42
Office machine operators ..	58,000	80
Elementary school teachers.	58,000	46
Foremen, n.e.c.	55,000	40
Accountants	49,000	61
Drivers: bus, truck and tractor...................	49,000	29

Area

- two-thirds of all job openings (including those occuring because of death or retirement) in New York State will be in the New York Metropolitan Area.

- There will be a 17 percent growth in the number of jobs in New York State between 1968 and 1980. Jobs in the New York Metropolitan Area will increase at a slower rate (15 percent) than in the State as a whole, and jobs in the remainder of the State will increase by 20 percent.

- The number of jobs in the major areas of the State will increase as follows:

	Percent Increase in jobs
New York State	17
New York City	8
Nassau-Suffolk	41
Westchester-Rockland	35
Albany-Schenectady-Troy	20
Binghamton	14
Buffalo	14
Rochester	27
Syracuse	23
Utica-Rome	15
Remainder of State	20

- Growth of employment in public and private service in the 1960-68 period was much higher than overall employment growth and will continue to be higher in the 1968-80 period. Part of this expansion will come from the medical and education sectors (particularly higher education), which are "labor intensive" and little affected by labor-displacing technological change. Another part of the growth will be in business and professional services, such as computer, accounting, and scientific research; detective and maintenance services; and collection and audit bureaus to handle rapidly growing consumer credit arrangements.

- Almost all growth in public administration in the 1968-69 period occurred in local and state government. In the 1968-80 period, expansion in the scope and number of governmental programs will result in rapid employment increases.

Occupation

- Of the total increase in the number of jobs between 1968-1980, white-collar occupations are expected to contribute 83 percent, service workers 17 percent, and blue-collar workers, 3 percent. (The number of farm workers will decline).

Numbers of Jobs, By Occupation, New York State, Estimated 1968 and Projected 1980
(in thousands)

Occupation Group	1968	1980	Change 1968-1980	
			Number	Percent
All occupations	7,836	9,147	1,311	17
White-collar	4,201	5,294	1,093	26
Professional, technical, and kindred workers	1,201	1,620	419	35
Managers, officials, and proprietors	760	872	112	15
Clerical and kindred workers	1,657	2,091	434	26
Blue-collar	2,529	2,571	42	2
Craftsmen, foremen, and kindred workers	981	1,085	104	11
Operatives and kindred workers	1,287	1,250	-37	- 3
Laborers	261	236	-25	-10
Service workers	1,001	1,217	216	22
Farmers and farm laborers	105	66	-39	-37

- The largest number of additional jobs, 434,000, 33 percent of the total increase, will be provided by the clerical group.

- The occupation group expected to have the highest rate of increase is the professional, technical and kindred group. Jobs in this group will increase by 35 percent and provide 32 percent of the increase in jobs. The only professional occupations that will not show above average increases are elementary and secondary school teaching.

- The only white-collar group that will not show an above average increase is the managerial group, which includes proprietors of small businesses, of which a large segment is not growing. There will be an increase, however, in the number of managers and officials.

- The only blue-collar group to show increases are the craftsmen - particularly mechanics and repairmen. The number of operatives and laborers is expected to decline.

- Among the occupations in which rapid increases are anticipated are the following:

Occupation	Percent Increase
Medical and dental technicians	90
Pilots	69
Programmers and systems analysts......	67
Attendants, hospital and other institutions.........................	63
Counter and fountain workers..........	58
Physical and natural scientists.......	57
Stewardesses	57
Practical nurses	55
Cashiers	53
Designers	50
Office machine operators	50
Social scientists	49
Photogravers and lithogravers.........	49

Total Job Openings

- In the next 12 years, 3,900,000 jobs - more than 300,000 per year - will have to be filled because of industrial expansion or death and retirement. About twice as many job openings will result from death and retirement (2,600,000) as from industrial expansion (1,300,000).
- White-collar jobs will make up almost two-thirds of all job openings, service jobs a little over one-sixth and blue-collar jobs one-sixth.
- The largest number of job openings will be in the clerical group (1,047,000). Professional, technical, and kindred workers follow (791,000). Service workers are next (650,000). Among the blue-collar occupations, the craftsmen group will have the largest number of openings (360,000).

In 1968, there were about 7,800,000 jobs in New York State. By 1980, an estimated 1,300,000 new jobs will have been created and an additional 2,600,000 openings will have to be filled because of death and retirements. There will be, therefore, nearly 4 million jobs to be filled during the 1968-80 period. Most of these jobs will require some special vocational preparation and many will require high levels of education, but there will also be a large number of jobs available for those with minimal preparation.

Expansion of the labor force to fill these jobs will consist primarily of younger workers and older women.

LABOR FORCE

- Average annual increase in the labor force of New York State will be over 100,000 during the 1968-80 period.
- The number of women in the labor force will increase faster than the number of men - 20 percent and 16 percent, respectively. However, most of the additions to the labor force will be male: 714,000 more men compared with 545,000 more women.

- More than three-quarters of the increase in labor force will consist of workers under 35 years old: 47 percent will be 25-34 and 30 percent under 25.
- The increase in female labor force, 20-34 years old, is expected to be 36 percent, more than twice the 17 percent overall increase in labor force. Many of the women in this age group will be mothers of young children; hence, more day-care centers will be urgently needed.
- Labor-force participation rates in all female age groups from 20 to 64 will continue to rise. One of the most challenging manpower problems in the decade ahead will be training and retraining of women who seek to reenter the labor force after years spent in raising families.
- The number of men 45 and over in the labor force will decline slightly because of earlier retirement and a low rate of population increase in their age group.
- Population growth will account for nine-tenths of the increase in labor force. Changes in labor-force participation rates will contribute the remaining tenth.

INDUSTRY

Changes in industrial structure have obvious effects on occupational manpower requirements. Almost all the increase in jobs in New York State will be in the service-related industries, with an estimated growth rate from 1968 to 1980 of 24 percent (see table below). Moreover, these industries have a disproportionately high representation of white-collar workers, particularly in professional, technical, and clerical occupations. Because of favorable industry mix, therefore, growth in the number of white-collar jobs will be substantially higher than the average overall increase of all occupations during the same period.

The expected growth in construction and utilities will sustain the demand for construction and utilities craftsmen.

Number of Jobs, By Industry, New York State
Estimated 1968 and Projected 1980
(in thousands)

Industry Division	1968	1980	Change 1968 - 1980	
			Number	Percent
All industries	7,836	9,147	1,311	17
Goods-related....	2,415	2,416	1	a/
Agriculture	114	77	-37	-32
Contract Construction	365	426	61	17
Manufacturing and mining..............	1,936	1,913	-23	- 1
Service-related..	5,420	6,730	1,310	24
Transportation and utilities...........	610	683	73	13
Wholesale and retail trade	1,604	1,820	216	14
Finance, insurance, and real estate......	607	724	117	19
Services and miscellaneous..............	2,202	2,946	744	34
Public Administration	397	557	160	40

a. Less than 0.05 percent.

- The one industry division which is experiencing a substantial decline in number of jobs is agriculture; significant productivity gains and the elimination of small and marginal farms will continue. However, the rate of decline is expected to be slower than in the 1960-68 period.

- Manufacturing jobs will decline, but only by an estimated 1 percent. Jobs in the durable-goods industries are expected to increase somewhat, but not enough to offset the decline in nondurable-good employment.

- Construction employment is expected to increase more rapidly than in the 1960-68 period. A major

- factor in this increase will be the large growth of the 20-34 age group, most important in family formation and in the purchase or rental of homes and apartments.

- Most segments of transportation - air, transportation services, trucking, and public local and suburban transit - will continue to grow in numbers of jobs. Utilities will expand moderately to satisfy increasing industrial and consumer demand. Railroads and water transportation are expected to continue their decline.

- Trade is expected to increase in the seventies by 13 percent, a slightly below average rate. This will result largely from a decline in wholesale and retail trade activity in New York City.

- The finance sector was one of the strongest performers in the 1960s. In the 1968-80 period, banking will continue to show above average growth, but the rate of increase in brokerage employment will be slower than in the 1960-68 period. The number of insurance and real estate jobs will be only slightly higher in 1980 than in 1968. [26]

The position of the college graduate on the state level is clearly stated by the following information relative to employment.

> As stated earlier, only one-fifth of all job openings over the 1970-80 period will require a bachelor's degree or more. Therefore, increasing emphasis must be placed on vocational guidance, education, and training to prepare young people for the millions of career opportunities that will require less than four-year college preparation. This is in keeping with the Office of Education's new program of Career Education, which is concerned with preparing all students for a successful life of work by increasing their options for occupational choice.

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[26] "Manpower Requirements", Interim Projections in New York State - New York Dept. of Labor, Albany, New York, July 1971 - pp. 1,2,3,4,5,6

A recent Bureau of Labor Statistics report, Occupational Manpower and Training Needs illustrates the importance of career education and vocational counseling. To tailor training programs to manpower needs, education planners need information on the number of openings expected annually in a particular occupation, and the supply of persons completing training for a particular occupation. Such information is also needed by those involved in vocational guidance to point out occupations that offer good career opportunities.[27]

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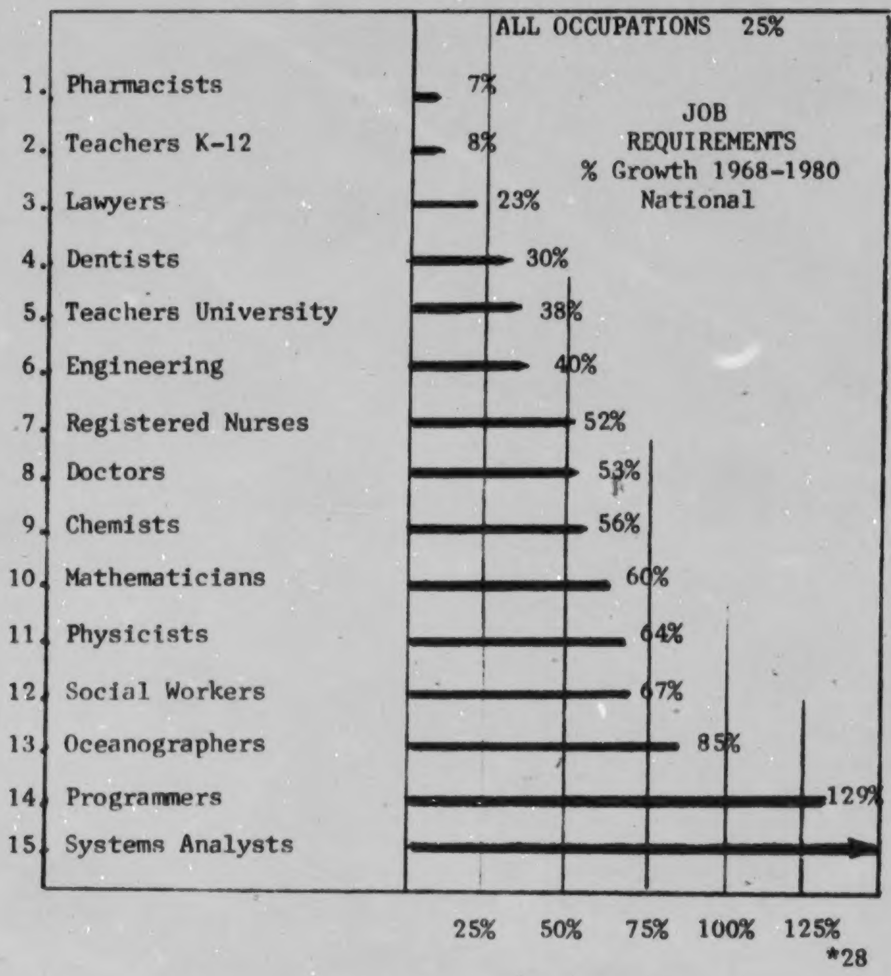
[27] "Graduates and Jobs: A Grave New World", Time Magazine, May 24, 1971, p.57.

A visual chart to illustrate the manpower projections in simple terms show general trends. The chart below gives a general trend that expresses the future manpower needs.



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* 28 IBID, p.42.

VI. The National Employment Picture

An estimate on the trends on the national level illustrates that a shift is taking place in American society. Examples of the changes are given below:

Service-producing Industries

The United States work-force has become service-oriented. Fifty years ago, about half of all non-farm workers were employed in service-producing industries. In 1971, this proportion was about 68 percent. By 1980, approximately 70 percent of all non-farm workers are expected to be employed in service-producing industries.

Industry segments within the service-producing group are expected to grow at very different rates over the decade 1970-1980. The services segment should output all other segments; its employment is expected to increase almost 40 percent. Government employment is expected to increase by 34 percent; virtually all of this growth will be in State and local government. Trade and finance, insurance, and real estate should both expand by about 18 percent. Transportation and public utilities should grow relatively slowly - perhaps by no more than 5 percent.

Goods-producing Industries

Manpower requirements in the goods-producing industries are expected to increase by less than half the percentage projected for service-producing industries, between 1970 and 1980. Differences in the rates of change among industries within the goods-producing sector will be dramatic. The need for wage and salary workers are needed to build and maintain the homes, offices, plants, highways, and other facilities required by the expanding population and economic activity.

Employment in manufacturing was less than 17 million in 1960 and more than 19 million in 1970. By 1980, requirements may be only about 13 percent higher than the 1970 level. The downward trend in mining employment is expected to continue, but at a slower rate.

The relatively slow growth in manufacturing and the decline in mining is explained by anticipated rises in output without corresponding increases in manpower requirements. Automation and mechanization are being introduced continually. Increasingly, machines dig the coal, regulate chemical processing, and control machinery and other metal processing operations. Machines are used to assemble parts, transport materials, and otherwise replace or ease the burden of workers. As these changes take place, so do the skill requirements of workers. Jobs change, new occupations are created, and old ones are modified.

Such changes have far-reaching effects on the kinds of workers that the economy requires.

Occupational Trends

These workers include professional and technical workers, managers, and officials, clerical workers, and sales workers. As a group, they have increased from less than 20 percent of all workers in 1900 to more than 49 percent in 1970.

In 1956, white-collar workers outnumbered blue-collar workers for the first time. The cross-over was hailed as a significant milestone in the economic history of this country. More significant by 1980, more than half of the total work force will be white-collar workers. (The total work force includes not only white-collar and blue-collar workers, but service and farm workers as well.)

Within the white-collar group, demand for professional and technical workers is expected to increase by about 39 percent during the 1970's, faster than any other occupational group in the labor force. Although virtually every professional and technical occupation is expected to expand, several are likely to record outstanding growth rates. Demand for computer systems analysts is expected to triple. Some other fast-growing professional and technical occupations include computer programmers, technicians, urban planners, recreation workers, social workers, economists, and engineers. Requirements in many of the paramedical occupations - such as medical laboratory workers and radiologic technologists - are expected to expand substantially, some approaching the rate of growth in computer-related jobs. [30]

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[30] Goldstein, Harold, Assistant Commissioner for Manpower Structure Trends, Employment Patterns For the 1970's, A Speech to the American Personnel and Guidance Association Convention, Chicago, Ill., March 1972.

VI. Institutional Consideration and Comment

The following observations are presented as plausible factors or obstacles that will occur in the hopeful implementation of career education. The content is abridged from a manuscript on career education entitled The Grate Brain Robbery. The following considers the aspects of traditionalism.

The question of what people do for a living is one of great educational importance. This importance stems from the fact that what an individual has learned controls or restricts what he or she does for a living.

If a student in high school drops out from his studies, he is faced with two specific problems. Many employers have a flat policy that they will not hire employees that have not completed high school. The dropout, in almost all instances, will be deficient in certain skills such as mathematics and English. This limited knowledge will restrict the type of job obtained and will also make advancement or promotion extremely difficult at best.

The concept of limited skill or background for the dropout is an unpleasant reality in public education today. It does indicate graphically the need for more "real" courses in high school curriculum. If vocational courses were offered that gave the student a definite goal, then perhaps fewer students would drop out.

There is a greater dimension of importance in reference to the need for more vocational courses in high school. A great number of high school graduates enter the world of work with a background that can best be described as a general curriculum diploma. This, in simple terms, means that the student has been given exposure to many different subjects, but has not been thoroughly versed in the application of one specific subject.

The public schools in the United States with rare exceptions agree that they must prepare all the people for all the world. For this reason, subjects such as art, music, psychology, and dramatics are offered in public schools to broaden a student's insight about the world that they must exist in someday. In many cases, notably in high schools, most subjects are taught for their own sake. A student takes geometry not for the knowledge gained, but because it is necessary for college. It does not bring any bearing on whether the student will need or use geometry in later life.

The student in high school who takes a general program is also taught without a well-rounded and thorough comprehension of what practical application can be used of his particular skill.

This deficiency is caused by the inability of teachers to knowledgeably present information about a specific subject outside of the classroom situation. Limited experience outside of the classroom make it impossible for the teacher to convey this aspect of his particular subject. In his preparation, the teacher of mathematics, as an example, is never informed concretely about how occupations or professions use mathematics. Having taken math in high school as a prerequisite to become a math teacher, the newly graduated math teacher has neither the experience or insight to relate math outside of the institution called education. The student then is taught many subjects in high school without any perception of how it will help him in later life.

In far too many cases, most subjects are taught with a limited amount of their practical application in reference to the world of work.

"I want my son to have a college education so that he'll have it better than I did." "People with college earn more than people who don't." "I want my daughter to marry a college man." The statements above indicate in an abridged manner, some of the parental viewpoints relative to reasons for going to college.

Where do these viewpoints come from? In some cases, they are learned indirectly. Modern American folklore has its heroes and its fools. The Bold Ones, Dr. Kildare and Ben Casey are the professional college crowd heroes. They're almost never wrong, never stupid, and always ethical. Ralph Cramden of the Honeymooners and his friend Ed Norton and the Good Guys are the non-college counterpart. They are buffoons and are usually wrong and often outwitted.

Other examples of folklore are "Josephine the Plumber", the professionally speaking dishwasher and the washing machine repair man. The reason for giving these examples is to illustrate the perception that people are given about different occupations. From a very early age. children are exposed to the world of work and the meaning of status or lack of it. Television, parents, and the institution called education are all responsible for what a high school student considers important about certain jobs or occupations. Technology, affluence, and plain snobbery all have been instrumental in the development of tremendous drive toward a college education.

A look at the Sunday New York Times employment section clearly shows that college graduates are in tremendous need. Secretaries for Blue Chip companies should be liberal arts graduates. Insurance company salesmen should have a Masters Degree in Business Administration. One might conclude that most jobs require a college degree even if it has no real bearing on the type of job he is looking for. It would also appear that skills or abilities are secondary to the "sheepskin" or diploma.

This college minded system of employment is contrasted with the reality that many of the lesser status jobs demand very good pay or salary. An electrician or plumber is well paid because he is in demand. His job is not in an air-conditioned office, he does not wear a white shirt, and whether anyone likes to admit it, he's really more necessary in our society than a Public Relations man.

A comment often heard is, "I just can't get anyone to repair the plumbing or get the television repaired." The same person will also indicate dismay or anger when the plumber or repairman charges seven dollars an hour. Yet, if that same person hires a lawyer to defend him, and he loses the case, the lawyer still gets paid and usually quite well.

The point here is that, in each parent's mind there exists a listing of who's better, based upon what they do for a living. This is also very true of teachers. In the case of teachers, this listing is surprisingly uniform because they are all college graduates who feel to some degree successful about themselves.

The problem of giving an even balance between students going to college and seeking a vocation is best described as a three fold problem.

The teachers in high school are not adequately equipped, educationally or by practical experience, to effectively relate their respective subjects to the world of work. The blame is not directed at the teacher as an individual, but as a result of the colleges that prepare the teacher to teach their respective courses. Teachers are sheltered from the reality of the vocational world by the very institutions that profess the ability to adequately do so. This is compounded by an individual priority by the teacher who perceives success through the "Sacred Halls of Ivy".

Perception by the adult of what constitutes success is a second factor that reinforces the inequity between the pursuit of academic study and the world of work. Various reasons; status, economic wealth, social position, and a desire to have offspring, become more important, all contribute to the imbalance.

If these personal preferences were tempered by both statistical analysis and job rewards, it is conceivable that a greater number of parents would modify their opinion of the great college dream.

Economic considerations based on current labor statistics will indicate where the good paying jobs are. Additionally, many of the so called lower status jobs or occupations are much more rewarding overall than the abstract professions of the college graduate.

It must be strongly emphasized that the world of work can be rewarding in that the benefit of a college degree is more greatly affected by social change and economic factors.

The third factor that contributes to lack of stress pertaining to vocational education comes from the community of industry itself. The industrialists must modify their presentation of what the world of work represents.

Media, be it radio, film, or television, presents a life style about the different occupations. General Motors and other major manufacturers have all indicated a deep concern about the need for greater personal satisfaction. The emphasis, however, in terms of their portrayals of fictional or commercial life depict how people work on a superficial level.

The need for deeper concern and a more realistic view relative to what occupations a student chooses, is of paramount importance. It is hoped that the views expressed in the text of this series of articles will make you, the parent, more aware of the world of work for the non-college-bound student.

VIII. A County Research Model - Dutchess County: State of New York

As a background to viewing the manpower need in Dutchess County, there must first be a description of just what Dutchess County is. As a source of information, Patterns For Progress in New York State did research that brought the description below available:

Dutchess County Today: Population Trends

> Dutchess County is one of thirty-one counties in three states that make up the New York Urban Region as defined by Regional Plan Association (see map). Tucked away from the more developed parts of the Region to the South by the Hudson Highlands where they cross the Hudson River at West Point, the 813 square miles of Dutchess contain some of the most spectacular pastoral scenery in the State of New York. For many years, the attractiveness of this environment was reserved for the farmers who produced fruit, beef, and, most importantly, milk for the metropolitan consumer, the citizens of the small manufacturing communities in the valleys and along the river, and a few wealthy families who found the scenic countryside a convenient retreat from the urban pressures of New York and other coastal cities.
>
> During the first half of the Twentieth Century, Dutchess remained much the way it was in the early 1900's. Even though the population has increased at a steady rate from 1900 to 1940, the growth of Dutchess was easily accommodated in its small industrial cities and rural villages by a modest expansion of facilities and services.
>
> Since the late 1940's, however, Dutchess County has been experiencing a rapid increase in population and jobs, with many new people migrating into the County from other parts of the Region and elsewhere. Between 1950 and 1970, Dutchess added about 85,500 people - an increase of about 70 percent from 1950 and more than twice as many people who lived in the

City of Poughkeepsie in 1950. Increasingly, the growth has been spilling out beyond the borders of the County's established cities and communities into the surrounding countryside. Population in the cities and villages has been declining.

In sum, Dutchess County is adding more people, adding them at a faster rate, and dispersing them more widely. It took about 200 years - from 1640 to 1840 - for Dutchess County to reach a population of 60,000. In another 100 years that population doubled to 120,000. In the thirty-two years since 1940 - one-third the previous time frame - it has almost doubled again to its current level of approximately 230,000 people.

In recognition of the County's rapid growth, documented by the 1970 census, the U. S. Bureau of the Census has formally designated Dutchess County a Standard Metropolitan Statistical Area, with Poughkeepsie as its center city.

Dutchess County Tomorrow: Growth Ahead

More people. Over the remainder of the century, the growth forces of the New York Region are expected to add to the County's over-all growth and skew it more toward the areas south of Poughkeepsie. Orange County as well as Southern Dutchess can be expected to show strong gains.

The future growth of Dutchess County depends largely on growth rates and trends affecting the New York Urban Region as a whole.

Push from the south. The potential population leap just ahead comes because of natural increase and because people and jobs from the developed portion of the New York Region to the south are about to spill over the Hudson Highlands into Dutchess and Orange Counties.

Of the 327,500 population growth projected by 2000, about half are likely to be in-migrants from other parts of the Region. Thus, Dutchess stands to have much closer links with the people and the jobs to the south in the mammoth urban region. In large part, these new residents of Dutchess County will be the children, grown and starting families of their own, of residents of Westchester, Rockland, other suburban counties, and of New York City. They would fill new factory jobs created by firms born in Manhattan lofts that move to Dutchess when ready for large-scale production, or they would work in new offices established by enlarging corporations to perform back-office functions accomplished more economically away from the main office in or near Manhattan.

As this increase is realized, Dutchess County can expect to grow from 222,300 people in 1970 to 550,000 people by the end of the century, and increase of 327,700 people, or about one and a half times as many people as live in Dutchess today.

In the short period between 1970 and 1985, Regional Plan projects a nearly two-thirds growth in population, to about 360,000. (The County Planning Department projects a much smaller population by 1985, about 310,000, but the difference is of little importance. It is simply a question of whether the 360,000 are living in the County in 1985 or 1990. Considerations of how the growth should be handled remain the same. For this publication, the Regional Plan projections are used).

Expanding activities. As the number of County residents grows, so too will the need for all those facilities and services required to support people in an increasingly urban setting. Between 1970 and 1985, the County can look forward to:

- 43,400 new housing units, the equivalent of two-thirds of all existing housing units in the County (32,400 for new households, 11,000 to replace or rehabilitate existing units).

- 36,000 new jobs, 13,500 of them in offices.
- 3.5 million more square feet of office space or 45 new office buildings as large as the County office building in downtown Poughkeepsie.
- 2.9 million more square feet of manufacturing space, the equivalent of 7 new DeLaval plants.
- About a million more square feet of major shopping space, as much as downtown Poughkeepsie has now.
- 9,300 more places in higher education, or space for over twice as many students as now attend Dutchess Community College or almost five times the number now at Vassar.
- 3,350 more acres of county parkland, or the equivalent of 5 new Wilcox Parks.

The projected growth for Dutchess County assumes that present policies will be continued. Strong actions by the County and local governments could, of course, affect these projections upward or downward, depending upon decisions to stimulate or limit growth. The projections, however, do offer a useful means of determining potentials and deciding what County policies should be.[31]

Dutchess County Employment

In the process of collecting data relative to the manpower needs, it becomes evident that two conflicting variables complicate an accurate accounting. While the birth rate per family indicates a leveling of growth for much of the United States, a geographical consideration must be stressed. Patterns for Progress indicates in its study that Dutchess County will grow rapidly and in large numbers. Industrial, commercial and service businesses are constructing new buildings and employing vast numbers of personnel.

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31 "Dutchess County", Patterns for Progress, Poughkeepsie Planning Center, 1971, Poughkeepsie, New York

The New York State Employment Office presently does not staff a researcher that investigates trends in jobs or professions. The point of view expressed by this organization is, however, that Dutchess County manpower needs can satisfactorily be projected by analysis of New York State Manpower statistics. While not an accurate measure, it will point out some general trends.

It is apparent that certain growth occupations will have an unusually high demand for personnel. Based on State figures, occupations listed below will have an increase as follows based on projections from 1968-1980 in percent.

		%
A.	Manufacturing	23
	1. Durable goods	32
	2. Non-durable goods	15
B.	Contract Construction	39
C.	Transportation and public utilities	16
	1. Transportation	33
	2. Utilities	Not computable
D.	Wholesale trade	54
E.	Retail trade	34
F.	Finance insurance and real estate	32
G.	Hospitals	40
H.	Hospital Services	58
	Government	54
	1. Federal	55
	2. State	47
	3. Local	57

The areas that presently seem to be in high demand are in the technical areas. The strongest occupations that need personnel at present are listed in order of greatest to smallest, by increase in 1973-1980.

Systems Analysts	206
Programmers	214
Mathematicians	60
Doctors	58
Nurses	57
Chemists	52
Engineers	48
Teachers	30

The unusual distribution for professional employment is evidenced by System Analysts and Programmers. The impact on these two jobs can be answered by the fact that IBM is headquartered in Dutchess County and that it employs a large segment of the population.

The service of Equipment will represent a significant upswing as the population of Dutchess County grows rapidly. Such things as auto repair, appliance repair, and medical care will take a significant upswing to meet the population needs.

The information presented below illustrates an increase demand in percent of the occupations listed 1968-1980.

Mechanics other than Motor Vehicle	50
Carpenters	49
Bricklayer-Masons	47
Electricians	47
Plumbers	46
Painters	40
Heavy Equipment Operators	30
Inspectors - non-metal working	20

It becomes evident that the building and repair of man's possessions will prove to be an area of high employment in Dutchess County.

With the influx of business and industry, the emphasis on clerical work will increase tremendously. These projections based on County growth and the increase of business on the state level seem almost unrealistic in terms of potential need.

These figures are by percent and represent the growth from 1968 to 1980 in Dutchess County.

Stenographers, typists and secretaries	240
Office machine operators	80
Cashiers	76
Accounting Clerks	72
Bank Tellers	30
Postal Clerks	15

The growth in clerical work will necessitate a strong appraisal of the business education department. To meet the needs, it is imperative that schools increase their program size, and at the same time select courses of study that correlate with manpower needs.

It is imperative that the schools in Dutchess County actively research the growth and occupational trends so that they can plan more accurately Career Education and career awareness by the Board of Education and Central Administration of Schools in Dutchess County should alter greatly the priorities that exist in a traditional school.

IX. Conclusion

The question of Career Development Education and its role in the American high school is like the "sheep who cried wolf". The wolf in this case is the projected statistics pertaining to the manpower in the United States. Reams of well founded data substantiate the need for a reassessment of the emphasis on the present curricula in the comprehensive high school. Yet in the scope of priorities Career Development Education and planning ranks as a second class citizen in the scheme of educational planning.

American high schools are geared in most instances to the great American dream: college education. While this concept is ideal, the practical reality of the future labor market indicates a great need in the trades, business and service areas. With this statistical fact in mind, one would hopefully conclude that the "American Dream" would take its prospective place in the complete educational picture. Many factors, however, make this shift of emphasis very difficult. In actual practice, the staff of the institution unconsciously contributes to the imbalance that exists in the present curriculum structure. An example of this contribution is illustrated below.

The average comprehensive high school is staffed with professional people with four or five years of college education. The process of becoming a teacher is uninterrupted and undisturbed by any quantitive amounts of outside experience. More specifically, the teacher is the product of institutionalization. An individual finishes high school, then proceeds through academic study on the college level for four or five years in college, and then returns to school to teach school. This transition takes between sixteen to nineteen years of exposure to the formalized educational institution. In this progression through the educational process, the individual has been completely encompassed by the institution with little benefit of outside experience. In summation, the average teacher has very little knowledge of the world of work outside of his own area or skill.

This lack of exposure to the outside world by teachers is compounded by the unconscious bias of the educator. The subjects taught in schools, grades K through 12, tend to devoid much practical application of the materials offered in school. The teacher lacks the experience and knowledge to adequately relate the subject matter to the world of work.

Success in academic study is a second factor that makes communication about the world of work a difficult subject to relate. Having achieved success in academic study, a teacher associates the pursuit of knowledge as a paramount consideration. Subjects or areas of study other than academic are secondary and not in the framework of the teacher's realm for success and potential fulfillment. The role of Career Education, then, is subject to great unconscious subjugation from the structure that, in theory, should prepare all people for all the world.

The previous material may seem particularly critical of the teacher and his view of Vocational Information and the world of work. This criticism lies not with the teacher, but with the educational preparation of the teacher. Unless teacher training institutions pay heed to the State and National manpower statistics, and alter their curricula, nothing will change. If the colleges and universities view the education of future teachers as a total preparation, they cannot dismiss the need for stressing Career Development Education in their particular curricula. Based on the current surpluses of teachers and other professions, it would appear that the educational institutions are not using the research statistics that they profess to hold in high regard. The change of educational emphasis in terms of different diversified curricula usually results only after national concern or indignation presents its case.

The need for Career Development Education and the presentation of information about the world of work has now reached the level of national concern. Unless the elementary and secondary teachers are informed and present this information to the student in public education, the problem of poorly prepared students and dropouts, poor job placement and the escalating welfare problem will continue to rise. It is not my contention that the emphasis on Vocational Information will eradicate the social ills relative to the labor and employment picture. It is however, conceivable that an adequate program in Career Education will greatly improve the transition of students from school to the world of work.

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PART III

CAREER DEVELOPMENT EDUCATION: AN INSERVICE TEACHER COURSE OF STUDY

XI. Introduction

The purpose of this course of study is to prepare teachers in grades 7 - 12 about the need for career development education. The course content will stress first and foremost the humanistic aspect of why career information is necessary. A systematic approach toward implementation is contained in the outline and is to be used when the staff has been thoroughly informed about the tremendous need for career education.

It must be stressed heavily that the introduction of career education into secondary education cannot succeed unless the faculty can see a genuine need. The ultimate success or failure of this curriculum reform will hinge on this teacher belief. The course of study will give numerous examples of films, audio visual materials, and quotes from "society" that will assist the instructor in his presentation.

Many of the references will be made to Part I - Career Development Education: An Analysis of Need. Each participant in the class will be expected to have and read the content that is assigned by the instructor. It is also stressed that the instructor have available the materials listed at the bottom of each session given. The intent of the course is to obtain teacher participation so that career education may be implemented. It is hoped that a dynamic and well organized presentation by the instructor will make this possible.

Important Considerations

1. It is imperative that copies of appendix materials (hand outs) be ready for use. It would be best to prepare all materials prior to the course being presented.

2. All audio-visual materials must be acquired or arranged for before course work begins. Check following sources:

    a. Your school district a.v. library
    b. Regional career development center
    c. Local industries and organizations
    d. Free previewing by companies in bibliography

3. Make sure that administrators or department heads are well informed about the significance of the teacher's obligation to implement materials - explain the use of evaluation forms.

4. Course sessions may be divided by instructor to best meet the credits being given and by the length of sessions that best fit instructor's method.

SESSION ONE

ORIENTATION

A. General Rules of Course - School District Commitment

Present:
1. Attendance - dates of meetings, time and absence policy.
2. Teacher responsibility - expected activities and implementation of lessons/materials to be used after course completion.
3. Measurement of Career Information presented by the teacher - HANDOUT APPENDIX A-D copies.
4. Read the Procedural Model to illustrate the commitment made by the Board of Education. Discuss the expectations of Board and the hopeful implementation of Career Education based on the positive stance taken by the Board.
5. Discussion of items 1-4 to clarify and answer Questions raised.

B. Dissemination of Materials

Handout:
1. Research Career Development - An Analysis of Need
2. Course of Study- An Inservice Course of Study
3. Pre-test Inventory (APPENDIX B make copies)
4. Record names of staff with materials given out on forms furnished at the end of Session 1.

C. Administration of Pre-test Inventory

Present:
1. General information about why inventory is given, emphasizing the need to get data on group beliefs, strengths and biases.
2. Instructions - respond quickly - do not try to anticipate what is expected to be correct answer - there is no grade to be given.
3. Administrator Inventory - Time 12-15 minutes.
4. Collect test.

D. Discussion: How test results will alter what is emphasized in course of study.

E. Assigned work:
1. Teachers are to think about and create their own definition of Career Education.
2. What is it?
3. What is it supposed to do?
4. Read from research pages 1-10. Assignment will assist teachers in definition.

F. Discussion on all materials presented in SESSION 1.

EQUIPMENT NEEDED	MATERIALS NEEDED
1. Black Board	1. Copies APPENDIX A
	2. Copies APPENDIX D
	3. Procedural Model
	4. Research Text
	5. Course of Study

SESSION ONE (continued)

TEACHER NAME	TEXT NO.	RETURNED	ATTENDANCE										
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													

SESSION TWO

A. Review

1. Take attendance.
2. Explain results of pre-Institute Survey
3. Discuss how the results will alter areas of heavy emphasis.

B. Discussions

1. Request teacher definitions (individual responses).
2. Have teachers respond in class.
3. Respond to general direction that collective definitions have indicated - black board analysis.

C. Assigned Work

1. Raise questions from pages 1-10 that will continue the question of definition.

D. Present Definition

1. Read definition from Career Education by Kenneth B. Hoyt
   page 3 - paragraphs 2,3,4
   page 5 - The Concepts

E. Formal Presentation

1. "Career Education Is for All".
2. Introduce the film: Higher Education: Who Needs It?
3. Present facts about the need to deal with all students as preface to film.
4. Quote - from research page 14, Footnote 6-
   page 16, Footnote 9

F. Film Presentation: Higher Education: Who Needs It?

1. Run reel one only - 26 minutes.
2. Dismiss class at end of reel one - 10 minute break.

G. Class Discussion

1. Is reel one (1) sufficient information to grasp problem as it relates to Career Education?
2. Does staff want to see reel two (2)?
3. Does staff want to spend time discussing film and its ramifications?
4. How could this film be used?
5. Staff decision on film - continue film or continue discussion.

H. Film Presentation: Higher Education: Who Needs It? (reel 2)
or
Class Discussion: Higher Education: Who Needs It? (reel 1)

I. Assignment

1. Read pages 11-24 - Career Development Education, An Analysis of Need - to footnote 18.

EQUIPMENT NEEDED

1. Black board
2. 16 mm projector
3. Screen

MATERIALS NEEDED

1. Film: Higher Education: Who Needs It?
CBS News-Carousel Films
105 Broadway
New York, N. Y.
Tel: (212) BR9-6734

2. Hoyt, Kenneth
Career Education
Olympus Publishing Company
Salt Lake City, Utah

* Notes on Session:

SESSION THREE

A. Discussion of film (If two reels were used).
or
Discussion of materials - assigned pages 11-24.

B. Presentation of Statistical Material

1. Use transparencies - (copies from APPENDIX F).
2. Discuss need to realize impact of statistical data in reference to implementation of Career Education. (Transparencies 1-6 used)
3. Tie together data from film and the transparencies as it pertains to man's work - Statistical and Humanistic Approach.

C. Formal Presentation

1. The college graduate has his placement problems.
2. What of the student we've categorized as the "General Student"?
3. Where will he go?
   What can he do?
4. What can happen without a skill?

D. Introduction to the film: Blue Collar Trap

1. Indicate its purpose.
2. Stress that the word "work" has changed in meaning.
3. Although it's an assembly line - the work exists in many different factories for the unskilled.

E. Film Presentation

1. Present reel one Blue Collar Trap - 26 minutes.
2. Break for ten minute period.
3. Staff decision: Film or discussion
   (Does staff want to discuss issue of film's impact based on reel 1?)

SESSION THREE (Continued)

Film Presentation (continued from previous page)

4. Discussion of film based on decision of group.
5. Film - Part Two based on decision of group.

F. Assignment

1. Read materials in research pages 24 - 28, footnote 22.

EQUIPMENT NEEDED

1. Blackboard
2. Overhead projector
3. 16 mm projector
4. Screen

MATERIALS NEEDED

1. Statistical Transparencies (See APPENDIX F)
2. Film: Blue Collar Trap
   NBC Enterprises
   30 Rockefeller Plaza
   New York, N. Y.
   Tel: (212) 247-8300

* Notes on Session:

SESSION FOUR

A. Review

1. Blue Collar Trap - how does it apply to the general Ed. student?
2. How does it apply to the potential drop-out?
3. Where can this information best be used in secondary education?
4. Can the statistics that were discussed be effectively used in the classroom?

B. Presentation

1. There is a need for Career Education.
2. Statistical evidence - transparencies reviewed.
3. Humanistic evidence - reference to films.
4. How can a teacher in the classroom impact Career Education?
5. Cite objectives from research pages 23-24 - Position Paper II, pages 25-26 - footnote 20.

C. Class Discussion

1. How can you implement information to your class.
2. What are your priorities as a teacher?
3. What are your priorities as a counselor?
4. Where can you integrate Career Education materials without changing priorities?

D. Assignment

1. Bring to class five (5) lessons or topics in your subject that could be used as Career Education lessons.

* Notes on Session:

SESSION FIVE

A. Review - 10 minutes

1. Need - statistical consideration.
2. Need - humanistic consideration.
3. Need - economic and social for Career Education.

B. Group Discussion

1. Lesson Concepts - presented by staff member.
2. Allow individuals to discuss problems of lesson development to staff.
3. Indicate upon completion that there are:
    a. Overlapping of areas - applicable for team approval.
    b. Individual efforts are plausible.

C. Presentation

1. What objectives does your chosen lesson fit?
2. Having chosen a topic, unit or lesson, how can you, in the classroom, best present it in an intelligent manner?
3. What resources could best help you in the development of sound curricula development?

D. Dissemination

1. HAND OUT: a. *K-12 Guide for Integrating Career Development into Local Curriculum*
    b. *Vocational Development in Grades*
2. HAND OUT: *Seven, Eight and Nine*

SESSION FIVE (continued)

E. Describe Material a:

1. K-12 Guide is an excellent source of resources and gives suggestions to assist in forming objectives and planning - Cite General Objectives (Pages 28-31).
2. K-12 Guide Cite Career Planning... Pages 44-46.
3. Discuss whether planned lesson or units meet these requirements - assign that the staff thoroughly read pages 28 - 31 and 44 - 46 for next session.
4. K-12 Guide Cite materials available beginning page 129 - discuss the material.

F. Describe Material b:

Discuss in length, the item resource entitled Technique in Vocational Development - explain how it assists.

G. Individual Staff Activity

Review chosen lesson material and compare it to materials in Vocation Guide - revamp if warranted, based on new materials available.

EQUIPMENT NEEDED

1. Blackboard
2. Overhead projector

MATERIALS NEEDED

1. Books:
   Drier, Harry H. Jr.
   K-12 Guide for Integrating Career Development into Local Curriculum, Ohio,
   Charles A. James Pub. Co.
   Worthington, Ohio
   $7.00 per copy
2. Response Guide
   Vocational Development in Grades Seven, Eight & Nine
   Available on Microfilm
   ERIC no.Ed 065-666
   (6 microfiche)

* Notes on Session

SESSION SIX

A. Dissemination of Local Resources

1. School district A. V. material list
2. Vocational school A. V. material list
3. Other resources - industrial, associative, etc.

B. Review of Materials

1. Cost - within district guidance
2. Availability - time lapse - Where are vendors?
3. Appropriate use - is it really in keeping with curriculum?

C. Formal Presentation

1. Review of materials covered thus far:
   a. Teacher commitment
   b. Need for Career Education
   c. The many obstacles to implementation

2. How do you really make it interesting:
   a. Is background of teacher isolated?
   b. Guides and media can expand your imagination.
   c. If you know an area where Career Education will fit, how can you do an excellent job?

3. Film presentation - Hot Dog Series - Ball Glove - 12 minute running time.

D. Group Discussion on film

1. What did it really say?
2. Why was it interesting?
3. What techniques used make it a departure from the documentary?
4. Why is media a solution to some classroom deficiencies?

SESSION SIX (continued)

E. Group Discussion

1. When do you select media for Career Education?
2. What is your criteria for selection?
3. How important is previewing for content?

F. Assignment

1. Review an audio visual resource and select materials that can assist you in five chosen lessons or units.
2. Review again, and based on new insights from Vocational Guide of K-12 Guide, select an A.V. material for new lesson or unit development.
3. Bring to class materials selected that could assist in teaching a Career Education unit.

EQUIPMENT NEEDED

1. 16 MM Projector
2. Blackboard

MATERIALS NEEDED

1. A. V. Catalogues
    a. District
    b. Vocational School
    c. Private
2. Hot Dog Series-Baseball Glove - 12 minutes
    NBC Enterprises
    30 Rockefeller Plaza
    New York, N. Y.
    Tel: (212) 247-8300

* Notes on Session:

SESSION SEVEN

A. Review

1. Why the use of media - uniqueness of Career Education.
2. What deficiences does it overcome - experience.
3. What are the pitfalls - dated information.
4. Where do the teachers prostitute media.
5. What about being out of date (too old).

B. Collect from Staff: A. V. Materials chosen

1. Explain that collection of these materials will be used at a later date.
2. Presentation will be part of class and that as a group they will review some A. V. materials suitable for Career Education use in later sessions.

C. Formal Presentation

How do students make Career Decisions?

1. Not where it is a formalized process.
2. The biggest decision a student makes is his occupation - he must be helped.
3. What determines a wise decision?
4. When and where can a teacher or counselor help and still have decision making part of the course?

D. How To Decide - A Group Activity

1. Set up problem - What car will you buy?
2. Considerations for decision making:
    a. Cost (initial)
    b. Performance
    c. Looks
    d. Options to be or not to be
    e. Status symbol
    f. Value at trade in
    g. Fuel consumption

SESSION SEVEN (continued)

E. Group Activity (continued)

Using criteria, have each person respond to how they would select a car.

F. Dissemination

1. HAND OUT: Decisions and Outcomes, College Entrance Examination Board
2. Discuss how this program could be utilized within the subject taught.
3. Review pages 28 - 31.
4. Assign pages 47 - 51.

G. Class Discussion

1. We're working toward the resolution of developing integrated Career Education.
2. We're also looking at methods to make it possible with media as a helpful assistance.
3. We're looking at decision making for assisting students.
4. Resolution - Group activities for next session.

EQUIPMENT NEEDED

1. Blackboard
2. Overhead projector
3. acetate overlays
4. Screen

MATERIALS NEEDED

1. Decisions and Outcomes

College Entrance
Examination Board,
Box 592, Princeton,
New Jersey 08540
$2.50 per copy

* Notes on Session:

SESSION EIGHT

A. Group Activity   20 minutes

1. Staff is to break up into grade level groups and elect, select, or appoint recorder.
2. Grade level groups are to discuss:
   a. Individual lesson or unit plans
   b. Recorder will complete dats for grade level group reports.

B. Group Report by Grade Level   20 minutes

1. Instruct groups in response to individual lessons units to reform and analyze where interrelated Career Education teaching can take place.
2. Emphasize that individual lessons can remain separate or combined as agreed by staff members.
3. Teachers are to keep a record of lessons to be presented.

C. Presentation

Film review of selected films by staff, including:

1. Filmstrips
2. Films
3. Transparencies
4. Video tapes

D. HAND OUT:

Career Education Resource Guide by Bottoms, Hoyt, Willers General Learning Corp. 1972.

SESSION EIGHT (continued)

D. (Continued from previous page)

1. Assignment: Look over lessons or units that already have been field tested in actual class room situations.
2. Choose where appropriate lesson from Guide could be used by staff members individually.
3. In next session, be ready to respond to these lessons or units:
   a. Strengths
   b. Weaknesses
   c. Innovative or conventional methodology

EQUIPMENT NEEDED

1. 16 MM projector
2. Screen
3. Filmstrip projector
4. Cassette player
5. Overhead projector
6. Video tape deck
7. Video tape monitor

MATERIALS NEEDED

1. Career Education Resource Guide - by Evans, Hoyt General Learning Corp. 1972 - $4.50

* Notes on Session:

SESSION NINE

a. Audio Visual Materials

Presentation of selected materials for staff evaluation - based on requested materials. (1 hour)

B. Group Activity

1. Grade level groups to work collectively and individually on refining of five lesson units on integrating Career Development.
2. Have teachers solidify their lesson materials.
3. Disseminate APPENDIX D - Lesson plan for teacher utilization.

C. Assignment

Write up two Career Education lesson plans on Appendix D before next class meeting.

EQUIPMENT NEEDED

1. Blackboard
2. Overhead projector
3. Screens (4)
4. 16 MM projectors (2)
5. Filmstrip projector
6. Cassette tape recorder

MATERIALS NEEDED

1. Vocational Guide
2. K-12 Guide
3. Selected A. V. materials requested

* Notes on Session:

SESSION TEN

A. Individual Reports on Career Education Lesson

   1. Report of problems
   2. Request of additional materials

B. Individual Staff Work on Career Lessons

and

C. Continental Review of Audio Visual Materials

or

D. Research of Vocational Guide in Grades Seven, Eight and Nine

E. Assignment

Develop five lesson plans with outline and audio visual material listed on APPENDIX.

EQUIPMENT NEEDED

1. 16 MM projectors (2)
2. Screens (2)
3. Overhead projector
4. Filmstrip projector
5. Cassette tape recorder

MATERIALS NEEDED

1. Curriculum Guide
2. APPENDIX D copies
3. Hot Dog Series
4. Project WERC
5. See attached catalog

* Notes on Session:

SESSION ELEVEN

A. Group Discussion on Career Education Lessons

1. Progress report by individuals
2. Discuss progress and difficulty of lessons' preparation

B. Finalization of Lesson Preparation

1. Assignment - have finished materials ready for handing in for session thirteen.
2. Materials will be collected and recorded with appropriate supervisors and administrators.

C. Group Work

Continued research and work on Developed Career Education materials - lessons and units.

D. Presentation

Use of the Self Directed Search as a means for assisting students in decision making.

1. Issue students copies of the Self Directed Search.
2. Discuss the format, purpose and validity of the Self Directed Search.

E. Administration of the Self Directed Search

Test administered - 10-15 minutes

* Notes on Session:

SESSION TWELVE

A. Review of Self Directed Search

1. Analysis of Profile
2. Application of results to Career Guides
3. Recommended usage in the classroom

B. Collection of lesson materials and unit plans of teachers/staff

C. Review of lessons diversity - discussion of staff accountability to implement

1. Lessons prepared
2. Units prepared
3. Audio visual evaluation
4. Standardized tests or inventories

D. Summation of Course Content

Ultimate purpose of total program reference to resources not previously discussed

* Notes on Session:

APPENDIX A

Career Education Questionnaire

Student Reaction Form

Name ______________________ Date ______________

Teacher's Name

____

Directions:

The purpose of this questionnaire is to let your teacher know how you felt about the lesson on careers or career education. There are no right or wrong answers, and the results will not have anything to do with your grades in this class.

1. Did you know that you were going to be given this information before today? ____yes ____no
2. Did the material that was presented today seem to fit into what was going on in your classroom? ____yes ____no
3. Was this information something that you didn't know much about (is it new information)? ____yes ____no
4. Do you think this information will be valuable to you in the future? ____yes ____no
5. Do you think that more information like this will help you decide what you want to do when you leave high school? ____yes ____no
6. If your answer was no in question 5 state why. If your answer was yes in question 5 state why.

____

____

____

____

____

APPENDIX B

CAREER EDUCATION WORKSHOPS

PRE-INSTITUTE SURVEY

Name ____________________ School or Organization ________

Position __________________________

1. My primary level(s) of interest is (are):

___ primary grades (K-3)
___ intermediate grades (4-6)
___ middle grades (5-8)
___ junior high school (7-9)
___ senior high school (10-12)
___ elementary special education
___ secondary special education
___ other _________________________

____

2. At the present time, our school's (school district's or organization's) involvement in career education is at the following stage:

___ pre-planning or exploratory
___ planning of an operational program
___ initial steps of implementing an operational program
___ refining or expanding of present program

Comments:

3. The way I learn best is through:

___ participation
___ demonstration
___ description .

Comments:

PRE-INSTITUTE SURVEY

4. When attending a working institute, I appreciate a minimum of theory and a maximum of "how-to-do-it" activities.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

5. The amount of exposure I have had to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources is:

___ a great deal
___ some
___ very little
___ none

Comments:

6. The amount of exposure I have had to various PROGRAMS of career education through practical experience, course work, reading and/or other sources is:

___ a great deal
___ some
___ very little
___ none

Comments:

PRE-INSTITUTE SURVEY

7. Student attitudes toward work are as important as their (cognitive) knowledge of careers:

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

8. Career education should begin in kindergarten, continue throughout an individual's elementary and secondary schooling, and throughout adult life:

___ strongly agree
____ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

9. All students should be affected by the emerging concepts of career education:

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

PRE-INSTITUTE SURVEY

10. Career education concepts can provide a unifying thread that will provide increased meaning to academic instruction for students.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

11. Career education should prepare the student for college or other post-secondary education as well as for work.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

12. All personnel (teachers, administrators, counselors,etc.) at the elementary and secondary levels and in the academic and occupational disciplines must work cooperatively to implement the concepts of career education.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

13. Agencies in the community such as labor, industry, and business must be represented and involved to implement the concepts of career education.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

14. Career education should be offered only to students with low academic ability.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

15. As the ability level of the student decreases so does his need for career education because there are fewer career options open to him.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

16. Career education provides opportunities for any student to examine all occupational options open to him.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comment:

17. World of work experience in a specific occupation other then education is a prerequisite to being a successful teacher in a career education program.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

18. Presently, vocational educational teachers know and meet the individual needs of their students for career education better than academic teachers.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree

Comments:

****

Please add any additional comments you care to offer.

APPENDIX C

School Name ____________

Graduation Year _________

Career Education

Number of students assigned: School Graduation Statistics

New York State	M	F	Total	Percent
4 year college	___	___	____	_____
2 year college	___	___	____	_____
Other post secondary	___	___	____	_____
Outside New York State				
4 year college	___	___	____	_____
2 year college	___	___	____	_____
Other post secondary	___	___	____	_____
To Employment	___	___	____	_____
To Military Service	___	___	____	_____
Other (Marriage,etc.)	___	___	____	_____
Number of Graduates with 2 years of:				
Business Education			____	_____
Industrial Arts/Drafting			____	_____
Home Economics			____	_____
Occupational Education			____	_____
Agriculture			____	_____
Total Class Enrollment			____	_____
Total School Enrollment			____	_____

APPENDIX D

Career Education

Lesson Plan - For Implementing
Career Education in grades 7-12

School Name ______________________________

Teacher Name ______________________________

Subject Taught ______________________________

Grade Level ______________________________

Teacher's Supervisor Name ____________________

Supervisor's Position ______________________

I. Lesson to be presented on Career Education.

Title of Lesson ______________________

Tentative Date ______________________

Method of Presentation ( ) lecture ( ) speaker ( ) film
( ) filmstrip ( ) fieldtrip ( ) other

In space below indicate if this is a specific career education lesson that relates to your subject or if its purpose is to cross over into different areas to show interrelationships.

____

____

____

Source of AV Material	Title of AV Material
______________	______________

II. Lesson to be presented on Career Education Repeat for a)
total of 5)

APPENDIX E

Career Education

Audio Visual Evaluation Form

School Name ______________________________

School District ____________________________

Teacher Name _____________________________

Grade Level Taught _________________________

Date of observation _________________________

A. Title of audio visual material ____________________

B. Method of presentation - examples: 16 mm movie,
video tape ________________

C. What was quality of material presented - was film unbroken, were records clear and unscratched -use good, OK,poor____

D. Was the material presented up to date or could you see that its date nature would interfere with student appreciation or learning? ____________________

E. What was well emphasized in this A.V. presentation?

____

____

____

F. How would you rate this: ( ) very poor, ( ) poor, ( ) fair ( ) good, ( ) very good, ( ) excellent

G. Did you learn anything from this material that you can apply in your regular curriculum? ____yes ____no

If yes - what ______________________________

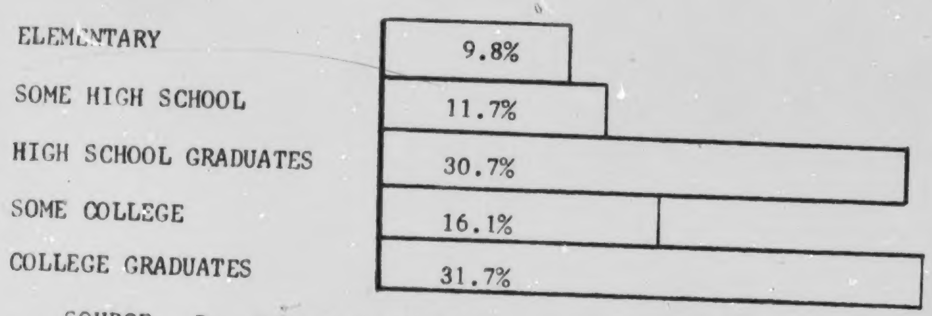
____

____

APPENDIX F

FACT 1 ECONOMIC SUCCESS IS AFFECTED BY, BUT NOT DETERMINED BY EDUCATIONAL ATTAINMENT

EDUCATIONAL ATTAINMENTS OF HEADS OF HOUSEHOLDS NOW EARNING
$15,000 OR MORE PER YEAR (U.S.A.)



SOURCE: Dr. Robert M. Worthington
Associate Commissioner
Bureau of Adult Vocational and Technical Education:
remarks before the Regional Industrial Development Corporation,
St. Louis, Missouri. October 13, 1971.

APPENDIX F

FACT 2 JOBS IN THE 70's DEMAND SPECIALIZED TRAINING
NOT NECESSARILY A COLLEGE DEGREE

U. S. JOB OPENINGS DURING THE 70's

17%	OF JOBS REQUIRE A 4 YEAR COLLEGE DEGREE
50%	OF JOBS REQUIRE TRAINING BEYOND HIGH SCHOOL BUT LESS THAN 4 YEARS OF COLLEGE
30%	OF JOBS REQUIRE HIGH SCHOOL LEVEL VOCATIONAL TRAINING
3%	ALLOWANCE FOR SHIFTING PATTERNS IN MANPOWER DEMAND SUPPLY NEEDS

APPENDIX F

FACT 3

THE PRESENT SECONDARY SCHOOL CURRICULUM IS TYPICALLY NOT REALISTIC IN TERMS OF MEETING STUDENT CAREER NEEDS

WHAT'S HAPPENING TO THE STUDENTS

1. DROPOUTS FROM U. S. SECONDARY SCHOOLS

22% DROP OUT OF SCHOOL BEFORE GRADUATION

78% OF 10TH GRADERS ACTUALLY GRADUATE

2. CHOICE OF CURRICULUM AMONG U. S. SECONDARY SCHOOL STUDENTS

75% ARE ENROLLED IN COLLEGE PREPARATORY OR GENERAL CURRICULUM PROGRAMS

25% ARE ENROLLED IN VOCATIONAL EDUCATION PROGRAMS

3. RELATIVELY FEW U. S. SECONDARY SCHOOL STUDENTS GRADUATE FROM COLLEGE

17% WILL GRADUATE FROM COLLEGE

83% WILL NOT GRADUATE FROM COLLEGE

APPENDIX F

FACT 4 CHANGES IN OCCUPATIONS (NOT JUST EMPLOYERS) WILL BE ACCELERATED IN THE FUTURE

PROJECTED NUMBER OF CHANGES IN OCCUPATIONS PER WORKER IS INCREASING IN THE U.S.

PRESENT WORK FORCE	X	1	2	3	4				RETIREMENT
CURRENT H.S. GRADUATES	X	1	2	3	4	5	6	7	RETIREMENT

APPENDIX F

FACT 5 THE TYPES OF AVAILABLE JOBS WILL CHANGE DRASTICALLY IN THE FUTURE

TYPES OF JOBS AVAILABLE 2000A.D. (U.S.A.)

TODAY'S KINDERGARTENS

WORK FORCE 2000 A.D.

ONE THIRD OF ALL THE TYPES OF JOBS IN 2000A.D. WILL BE SIMILAR TO THOSE EXISTING TODAY.

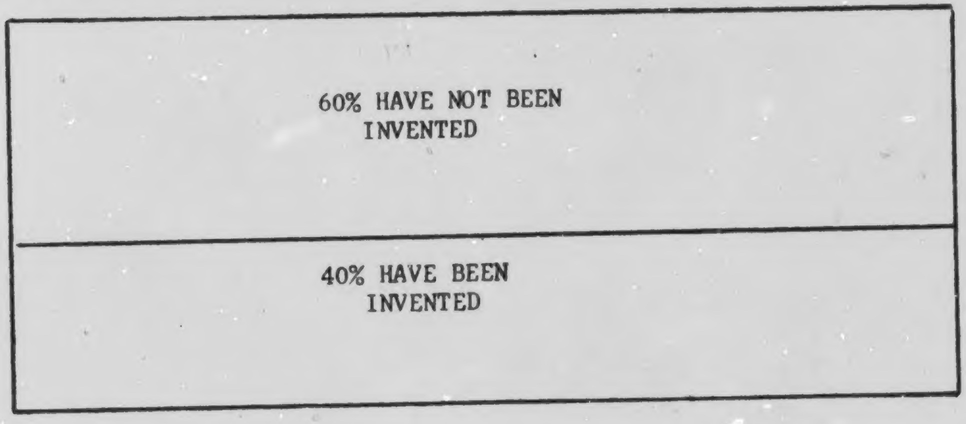
TWO THIRDS OF ALL THE TYPES OF JOBS IN 2000A.D. WILL NOT BE SIMILAR TO THOSE EXISTING TODAY.

APPENDIX F

FACT 6

IN THE FUTURE, INVENTIONS WILL BE MORE FREQUENT AND JOBS WILL CHANGE MORE RAPIDLY

PRODUCTS TO BE MADE IN THE 70'S (U.S.A.)



APPENDIX F

FACT 7 UNEMPLOYMENT IS AN OVERWHELMING PROBLEM - NOT A 5% TO 24% STATISTIC WHEN THERE ARE MANY JOB VACANCIES BUT YOU ARE UNEMPLOYED BECAUSE YOU LACK THE NECESSARY SKILLS

MANY IN THE U.S. WORK FORCE FACE UNEMPLOYMENT

.... IN 1971, THE UNEMPLOYMENT RATE WAS 5.9%, THE HIGHEST IN A DECADE. (4.9% IN 1970, and 3.5% IN 1969)

.... TEENAGERS OFTEN FACE UNEMPLOYMENT

IN MANY PARTS OF OUR COUNTRY, 1 OUT OF 5 TEENAGERS 16 TO 19 YEARS OLD ARE BOTH OUT OF SCHOOL AND OUT OF WORK.

HIGH SCHOOL GRADUATES, ESPECIALLY THOSE WITHOUT JOB SKILLS, OFTEN FACE UNEMPLOYMENT

.... GRADUATES IN THE 18 TO 24 YEAR OLD GROUP WITHOUT VOCATIONAL TRAINING HAVE AN UNEMPLOYMENT RATE OF MORE THAN 24%, WHILE THOSE GRADUATES WITH VOCATIONAL TRAINING ARE UNEMPLOYED AT THE RATE OF 5.2%.

BLACKS ESPECIALLY FACE UNEMPLOYMENT

.... THE RATIO OF BLACK TO WHITE JOBLESS RATE IS 1.8 TO 1.

VETERANS OFTEN FACE UNEMPLOYMENT

.... AT THE END OF 1971, THE UNEMPLOYMENT RATE OF 5.2 MILLION VIETNAM VETERANS REACHED 8.2%

APPENDIX F

FACT 1 ECONOMIC SUCCESS IS AFFECTED BY, BUT NOT DETERMINED BY, EDUCATIONAL ATTAINMENT.

FACT 2 JOBS IN THE 70'S DEMAND SPECIALIZED TRAINING NOT NECESSARILY A COLLEGE DEGREE

FACT 3 THE PRESENT SECONDARY SCHOOL CURRICULUM IS TYPICALLY NOT REALISTIC IN TERMS OF MEETING STUDENT CAREER NEEDS.

FACT 4 THE TYPES OF AVAILABLE JOBS WILL CHANGE DRASTICALLY IN THE FUTURE.

FACT 5 CHANGES IN OCCUPATIONS (NOT JUST EMPLOYERS) WILL BE ACCELERATED IN THE FUTURE.

FACT 6 IN THE FUTURE - INVENTIONS WILL BE MORE FREQUENT AND JOBS WILL CHANGE MORE RAPIDLY.

FACT 7 UNEMPLOYMENT IS AN OVERWHELMING PROBLEM - NOT A 5% TO 24% STATISTIC - WHEN THERE ARE MANY JOB VACANCIES BUT YOU ARE UNEMPLOYED BECAUSE YOU LACK THE NECESSARY SKILLS.

PART IV

GUIDANCE: CAREER EDUCATION
A COURSE OF STUDY FOR GRADES 9 - 12

XII. Introduction

This recommended course of study is the result of two years of research. The selection of media and the development of how to plan a strategy are instrumental in keeping interest and learning at a high level.

The format presents dialogue that is suggested and can be modified to fit what each counselor feels should be stressed. The sequence listed as sessions should be kept in order that the structure of the course of study is maintained.

The success of this course depends more on peer interaction than on the formalized instructional system that is traditional in most high schools.

There are assignments that students are requested to do in this career education program. Many lessons or sessions have student work sheets that are found in the appendix of this instructional manual. It is suggested that these be prepared and previewed before each session.

RATIONALE: COUNSELOR INFORMATION

Two sets of needs are emerging as important factors which will affect the total educational process. Changes in societal needs as well as individual needs require modification of presently existing priorities.

From the viewpoint of society at large, our expanding economy and increasingly complex technological development have created concerns and caused many changes. Business, industry, the public, and the government are extremely concerned about the competence of the work force since industrial changes have increased demands for new occupational skills, while diminishing or eliminating the demand for other skills.[32]

As a result, the unskilled and uneducated are finding themselves without jobs because of the shortage of skilled workers while, at the same time, there is a tremendour demand for all types of qualified, skilled workers. Society has begun to recognize this increasing need for such skilled workers as well as for professionals.

Manpower reports which reaffirm these needs tell us that:

1. Economic success is affected by but not determined by educational attainment.

2. Jobs in the 70's demand specialized training, not necessarily a college degree.

3. The present secondary school curriculum is typically as realistic as it might be in terms of meeting students' career needs.

4. Changes in occupation (not just employers) will be accelerated in the future.

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[32] "Occupational Education", Position Paper 11, State Education Dept.- State University of New York, May 1971, pp. 5,6.

5. The types of available jobs will change drastically in the future.

6. In the future, inventions will be more frequent, and jobs will change more rapidly. The nature of work will change as well.

7. Unemployment is an overwhelming problem, not a 5% to 25% statistic, but because there are many job vacancies that workers cannot meet the basic skills requirements of because they lack the necessary training. [33]

8. Equal opportunity for productive employment and career advancement for all Americans has become more evident as a basic need, while at the same time, barriers continue to exist. New approaches to enhance a maximum educational potential are necessary. It is becoming more and more apparent that multiple avenues for success in education in preparation for the world of work must be both strong and uniform in content.

From the viewpoint of the needs of individuals, much change has also occurred. Values and a change in the relative importance of others has been markedly altering the nature of jobs and organizations for many individuals. The classical work epic no longer seems to constitute a viable set of work values as technological advances have created working conditions that have further eroded the basis for this traditional set of values.

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[33] Worthington, Dr. Robert M., Associated Commissioner, Bureau of Adult Vocational and Technical Education: Remarks before the Regional Industrial Development Center - St. Louis, Mo., October 13, 1971.

Nevertheless, achievement, self-control, independence and delay of gratification are values that do continue to hold great importance for many individuals. Their vocational behavior and career development are still being directed and molded.[34] However, there are a number of problems which need our immediate attention. Restricted perceptions of occupations, career possibilities, and alternatives available to pupils and adults, including limited aspirations held for and by women, blacks and other minority groups are evident. In addition, positive career programming in schools, including provision for orientation and exploratory experiences, are still far from meeting the needs of both the individual and society.

Specific problems not presently being adequately met are as follows:

1. Academic programs are still perceived to be ends in themselves rather than as a potential means to achieve goals.

2. Career choice is still conceived as a concrete point in life rather than as a continuous process which is repeated in the life's span.

3. School appraisal techniques include little or no reporting and interpretation of standardized achievement tests.

4. In terms of the guidance and counseling function, inadequate qualitative and quantitative counseling experiences still exist. At the same time, the responsibility for career development seems to be a major function of the guidance counselor.

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[34] Career Development and Career Guidance, A National Vocational Guidance Association and American Vocational Association Joint Position Paper, p. 5.

Individuals today face depersonalization in many facets of their lives. Bureaucracies and impersonal relationships are commonplace. Individuals often feel powerless in the face of masses of people, mass communication, and the complex nature of society. They need help in dealing with these frustrations or feelings of inadequacy. Traditional beliefs and ways of doing things no longer seem sufficient to cope with the environmental demands. Individuals as a result also have problems finding their roles. There is increased responsibility for personal decision-making concerning career plans at a time when options have become numerous and puzzling. With increasing job specialization, they need closer ties with the world of work and knowledge of occupations related to educational opportunities available.[35]

If work is, as we believe, the ability of human beings to bring about alternatives in their conditions of existence, both for themselves and society as a whole, then it is a set of functions which are inseparable from being human. In addition to the reasons and situations cited earlier, many factors seem to indicate that our social system for inducting youth into adulthood in the world of work has become technologically obsolete. e.g.: many youth lack models for exposure purposes due to the condition known as mobile versus rooted families. Roughly 20% to 25% of families move from one geographic area to another. Population centers are shifting away from the place where work is done to suburbia and mobile homes, increasing job specialization and shifting of jobs or occupations during one's lifetime and the growth of midlife career changes.

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[35] Gybser, Norman C. and Moore, Earl J., Career Guidance, Counseling and Placement, Elements of an Illustrative Program Guide, University of Missouri-Columbia, 1974, p.6

Career development can be viewed as the process by which a variety of possible life and work patterns of personal choice relating to an individual's total life style are encompassed. Patterns may include occupations, education, personal and social values and behavior, learning how to learn, social responsibilities (citizenship), and leisure time activities. How does the transition of youth to adult worker take place? Currently, the field of education is viewing two major delivery systems:

1. Career instruction/education
2. Career guidance counselor and placement

Each delivery system focuses on specific areas of emphasis but, at the same time, there is a good deal of overlap. The instruction systems' goals and objectives are grouped under the basic studies and occupational preparation domain using such titles as fine arts, vocational technical education, science and mathematics. The career guidance counseling and placement systems" goals and objectives are grouped under the domain of self-knowledge and interpersonal skills, life role, settings and events and life career planning knowledge and skills. See Figure 1, page 17, Gybser.

School guidance counselors must respond to the above conditions and the material cited in the preceding pages by systematically orienting the delivery of guidance services with a career development emphasis. Their programs should be based on developmental learning theory in terms of personal growth; i.e. as a person learns and grows, his knowledge and skills also grow and he can understand and perform a wider variety of tasks. The guidance programs, therefore, along with curriculum development and instruction, should complement this natural life-long development process. They should foster career education's major components of information, skills, attitudes and values on a developmental basis. Therefore, we see career guidance as a balanced system of guidance which provides a system to individuals in all aspects of human development following points of emphasis.

a. To coordinate and provide the dissemination of career information and career counseling to students through individual and group approaches. By information, we mean information about self and information which in any way relates to career development and also the relationship between the two.

b. To plan with teachers for infusion of career information and humanistic techniques in curriculum and classroom settings.

c. To conduct group counseling experiences for students for the purpose of developing self-awareness, clarifying functions, understanding attitudes, developing decision-making skills, understanding responsibilities and self-determination and understanding behavioral tasks in achieving goals.

d. To coordinate, prepare, administer and interpret and follow up inventories, tests and other similar instruments related to career development.

e. To create a career guidance center for use by students, teachers and others, and to plan a regular program of activities in this center.

f. To establish liaison with community groups, local businesses and educational institutions, to provide visits by resource speakers and field trips and such types of joint community school activities.

Therefore, it is essential that New York State develop a comprehensive system of career development programs and services that will meet the needs of all persons in a coordinated, non-duplicative and cost effective system.

GLOSSARY

Leisure - Activities engaged in outside of one's job that produce something of value to oneself.

Value - A personal conviction reflected in one's behavior.

Decision - The choice made from alternatives.

Career Plan - A tentative sense of direction among many options.

Career Planning - Strategies needed to develop a career plan.

Skills - Ability to perform specific tasks.

Awareness - Elementary basic knowledge, understanding, familiarity with something.

Attitude - A perspective; a way of looking at concepts or situations.

Placement - Realization of a step in a career plan.

GUIDANCE: CAREER EDUCATION

Course of Study

Session I Orientation

Have Appendix A reproduced

Presentation

"This course will hopefully assist you about deciding your future when you finish school. We'll be looking at how to do this several ways. First, The Dilemma, or a look at what can happen unless you really start serious thinking about what you'll be doing two or three years from now."

"Much of what you see will not be "good news" for the people in the movies or video-tapes that we'll be viewing. The three presentations are varied. If you are considering college when you finish high school, the films Future Shock and Higher Education: Who Needs It? will interest you. Those of you that have other plans will both enjoy and learn something from Blue Collar Trap or Future Shock."

"These films will be seen in segments so we can discuss what they are all about. While you watch them, write down any questions you may have so that we can discuss them."

Hand out question sheets - see Appendix A. Reproduce quantity for class use.

"After the film, I have some questions that I will ask. If they're the same, please check the questions that you have that match mine. I'll discuss the reason for this after we watch the film."

Presentation of video-tape or film - 20 to 25 minutes.
Blue Collar Trap

"Now that you've viewed the first half, let me again ask that you write down your questions. There isn't any grade given for these. I need to know how you react to the film. I will collect them to see how you feel as a group. Once again, please check your questions if they are about the same as the ones I will now ask. If I ask what you've written down, please circle your question."

1. See questions appropriate for films presented. (next page)
2. Discuss content emphasizing:
   a. The conflict
   b. Indecision if applicable
   c. What is the real problem?

3. Respond to questions by students after prepared ones have been used.

4. Discussion and summation - collect questions prepared by students.

"At our next meeting we'll see the second half of this film and will attempt to again study and investigate the future problems that are important."

Session I Questions

THE BLUE COLLAR TRAP

1. If the men were older, would their opinion of themselves and jobs change. Yes? No? Why?

2. What advantages did assembly line have to early production of materials, cars, etc.?

3. Do men work better if they don't have to think about their work? (Make men like machines)

4. Does assembly line work really have to contain little or no incentive to offer workers?

5. Do you think that the men in this film are unrealistic about their working condition ideals?

6. Do the workers seem "hippy-like", "rebellious" to others? Are they doing this for some sense of identity which they don't get in their jobs? (Are the men lazy?)

7. Does the home life of the workers foster this kind of opinion about their work? Do they hold this opinion of Ford as a rebellion against their parents and home life?

8. Is there really no other alternative to working at the factory?

9. Is this situation too dramatized? Are the workers overestimating their dilemma in their lives?

10. Do you feel sorry for the workers? Yes? No? Why?

Collect film question sheets.

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Session II

"Before we start, I'd like to know if this is interesting and if you can see how this will help you". Review 5 minutes.

Discussion - notes on reactions - Blue Collar Trap.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

"After we see the films, we'll begin to look at how to use some of the information and ideas we've experienced."

Hand out question sheets used in prior session so students can respond.

Presentation of second half of: Blue Collar Trap

Presentation of film - 20 to 25 minutes

1. See prepared questions appropriate for video-tape or film presented. (next page)

2. Discuss content emphasizing:
   a. The conflict
   b. The problem
   c. Possible solutions

3. Discussion of student prepared questions. Remind students to mark their questions that were similar to the prepared questions.

4. Summation of Purpose

   "The film you've seen hopefully has given you some new insight or ideas to consider about both school and your future. In the next session, we'll be looking at another problem that can face each of you".

5. Please hand in the question sheets that you filled in today.

6. Final summation if time permits.

Session II   The Blue Collar Trap   Emphasize:
Conflict - Self
and the Job
Individual
Indecision

Willis May

1. Does Willis have any incentive - he said "he doesn't like to work"? Why does he work?

2. Do you think Willis would be happier if he was given a "harder" or more stimulating job?

3. Are they complicating their lives by not being married, having a baby, etc.? Do you see where his anger about work could cause additional pressures?

Joe's Way

1. Is the management unfair or unrealistic to workers? Is Joe really doing a four man job?

2. Is Joe justified about taking a day off work once in a while? What do you consider "once in a while"? Willis took off a day or two also - how many?

3. Is Joe blaming others for his position in life - the Government - Establishment? Are his ideals in life too extreme?

Gary's Way

1. Are Linda and Gary too overwhelmed by the "bad" things in life? Should they try to solve and forget all their huge problems and start looking at the good side of life?

2. Does Gary need psychological help? Are Gary and Linda incapable of dealing with life's problems and situations?

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Course of Study

Session III

Have Film Reactor Forms available for pupils

Introduction

"The first film presented some problems that many of you will be faced with."

"Before we start, I want to again ask if you have any new questions or thoughts from the first film".

Discussion - notes where applicable - Blue Collar Trap.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

"Today, we'll begin to look over another dilemma or problem that could be in your future. The content is different from the first film".

Hand out film reaction report.

"I must ask again that you write down any questions that you might raise in the showing of the film".

Presentation of first half of:

Higher Education: Who Needs It?

Presentation of film - 20 to 25 minutes

1. Presentation of prepared questions on appropriate film or video-tape. (see next page)

2. Discuss questions emphasizing:
    1. Nature of problem
    2. Man's adaptability or lack of flexibility.
    3. What solutions can you see?

3. Discussion of student questions. Respond with central theme of film in mind. Remind students to check off their questions that correspond to prepared questions.

4. Summation of film - discussion of next session - "We'll be viewing the second half of this film in the next class meeting.

    "Before you leave today, please return the question sheets".

Session III Higher Education: Who Needs It?

Emphasize:
1. Nature of problem
2. Are the people flexible or can't they adapt?
3. Where did they go wrong?

1. Should colleges be more discriminative as to the number of graduates they produce?

2. Do you feel that you would be more or less at an advantage in the job market if you had a college degree?

3. Is college the vehicle for getting into the good life? What is this "good life"?

4. Should students be required to work alternate semesters in order to familiarize themselves with job market and possible alternates, or change their course of study to cooperate with job demands?

5. Should college courses contain material only essential to the preparation to embark on specific and individual jobs rather than contain a variety of course studies?

6. Are college administrators close-minded to the most important needs of college students? Should administrative duties be more closely related to actual student-teacher relations?

7. Do colleges allow individuals to mature in many ways?

8. Should colleges give more attention to vocational requirements of available jobs rather than concentrate on 4 year baccalaureate degrees? Should vocational education be more the duty of high schools?

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Course of Study

Session IV

Discussion of first half of second film.

"If you have any specific thoughts about the first half of the film, let's discuss them now. We'll be seeing the second half of the film".

Hand out student question sheets. "When you see the second portion, please try to select the most important questions for yourself. Don't try to pick out what sounds like brilliant observations."

Presentation Part II

Higher Education: Who Needs It?

Presentation of film - 20 to 25 minutes.

1. Presentation of prepared questions with emphasis on:
    a. Society change - if applicable.
    b. The problem of the people involved.
    c. What solutions are there?

2. Discussion of student questions on the film. Respond with adult viewpoint, illustrating any similarities between the first film or questions that have been raised.

3. Collection of questions from students. Remind them again to mark their questions that were the same as the prepared questions.

Session IV

4. Open discussion of film content.
    a. How films are similar even though their themes were quite different.
    b. Respond to questions relative to student reactions to films.

5. Summation of Session IV.

    Collect film reaction sheets from students.

HIGHER EDUCATION: WHO NEEDS IT?

1. Do colleges which offer vocational education seem of lower standards or lesser prestige than those schools concentrating on 4-year and other advanced degrees?

2. Do you feel that 4-year college degrees are being degraded or made of lesser or little importance? Are students with 4-year college ability being discouraged to continue higher education?

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Course of Study

Session V

"Today we'll see Part I of the last film. Although its ideas may seem quite different from what you've already seen, I think you'll enjoy it".

Hand out questionnaire to students.

Question:

How many of you think that this time could be used in a more interesting or valuable way?

By raise of hands, write down number. ______

Question:

How many of you think you are getting information that will really help you in planning your future?

By raise of hands, write down number. ______

Question:

How many aren't sure?

By raise of hands, write down number. ______

Presentation Part I. Future Shock

Presentation of film - 20 to 25 minutes

Session V

1. Presentation of prepared questions. (see next page)
2. Discussion of prepared questions emphasizing:
    - a. Nature of the dilemma
    - b. How does change change things?
    - c. How would good planning help?
3. Class discussion on student questions. Respond keeping theme of film as a control of breadth of topic.
4. Collect questions from students.
5. Summation: "In our next class, we will see the last part of this film. At that time, I will explain to you where we go with the new insights that you have gotten from what we've done this far".

Future Shock - Part I

1. Does our economy contribute or hinder our ability to cope with the faster pace of our lives? i.e. food, clothing, automobiles, etc.

2. Is there actually no permanence in our lives, or is our society and fast moving way of life based on pre-established and determined social patterns?

3. Are our lives faster moving and complicated? In what ways? Are we as individuals expected to become more aware of the information presented to us through a more advanced technology? Will this new knowledge help us or hinder us?

Session V

Future Shock - Part II

1. Do the increasing advances in technology help people become more aware of themselves as individuals or do they become afraid that they are becoming less important to society and losing their identity?

2. Do you think Orson Wells is too philosophical or dramatic?

3. Do you feel that, in the years to come, man will become the slave of his own technology or will he continue to allow new ideas and discoveries to enrich and develop that life which he will continue to determine for himself?

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Session VI

Introduction

"Are there any thoughts about what you saw yesterday that we haven't discussed?".

Discussion - notes

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Hand out question sheets to students.

Presentation of second half of: Future Shock

Presentation of film - 20 to 25 minutes

1. Presentation of prepared questions (see previous page)
2. Discussion of prepared questions.
3. Discussion of student questions.
4. Summation of film.
5. Collection of student questions.

NOTE: Questions from students should be kept on file for evaluation purposes to be done at later date.

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Course of Study

Session VII

Have Appendix B
reproduced

Presentation

"What you've seen for the last six class meetings was presented to indicate that several problems face all of you".

"In Future Shock, the speed of change around all of us is a major problem. What to study, what to become, and how to stay flexible is a big question".

"Blue Collar Trap" is a study of four workers who did not plan their future. You may feel that the Ford Motor Company was to blame. The fact remains that all four workers were trapped, or at least felt that way".

"We've already touched on some of the reasons. Yet, one question remains:"

1. Why didn't they leave or quit?

2. Was Willis, the Negro worker in Blue Collar Trap, really realistic about being a lawyer?

"In Higher Education: Who Needs It?, many questions can be restated. If you want to go to college, really think about where the jobs will be. Think about these." List on blackboard.

1. How much money will it cost to go to school?
2. What do you like to do?
3. What are you good at?
4. How can you make an intelligent decision?
5. How do you look for answers?

Session VII

"In today's session, we'll begin to look at a program that will help all of you learn how to make better decisions, regardless of what you think you want to do".

"The material we'll be using is entitled, Thoughts and Actions. It is designed to systematically look at how students, like yourself, can look at what you are, who you are, and based on these factors, begin an intelligent search for your future."

Hand out materials.

"Let me give you an example of how a decision can be made that is correct and yet be not correct. In simple terms, what you decide on Monday night may not be the same decision on Tuesday".

"The year: 1972 (emphasize) - You are given $5,000 and decide to buy a car. That's your first decision". Questions then that follow: (Write out on attached sheet) Appendix B. Please write down the information. We'll deal with the other column differently.

Only for 1972 -

1. Size of car
2. Color of car
3. What body style (Sedan-convertible)
4. Cost
5. Accessories
6. Power or economy
7. Others

Discussion of student answers. Using blackboard, show variation of values or selections made. Collect student sheets-to be used in next session.

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Session VIII

"now, let's change the picture. The year is January 1974. You're given $5,000 and you decide to buy a car. That's your first decision. You then have to decide again about your choices. Using the same sheet, in the second column, indicate your choices". (Allow 5 minutes for written response.)

1. "What are some of the differences in your choice of 1972 and 1974"? (Use blackboard for comparison) Format on previous page.
2. Class discussion on differences.
3. "What reasons can you give for the differences?"
4. "How many of you didn't change your choices?"
5. "What reason can you give for the variation?"

Class Discussion

"In order to really make a good decision, you need to know the following things. Please write them down on your sheet".

Data: Definition: What information you have.
In regard to the question of a car, there is much to be considered.

a. How many brands of cars still make convertibles: (Use blackboard)
b. Gasoline shortage. How does this affect decision?
c. Increased cost of car.
d. Depreciation - is this important?
e. What is the best buy? Group interaction illustrating how data controls decision making.

Session VIII

"Here is another word we must use to help in decision-making. "Thought" - Definition: A preconceived idea. Have student write down definition on Appendix B. Explain, give examples.

Please fill in on sheet. Some people think big - some small. Let's look at your values and see if we can look at how different they are. A value is something that you have already established in your mind. Some examples are as follows: I'd like you to write these down.
(Blackboard) -

a. Favorite color
b. Interests - sports, clubs, money, conformity
c. Opinions of others
d. Honesty
e. Immediate pleasure
f. Postponed pleasure

Discussion of "Thought". Show contrasts by listing differences.

a. How are they different?
b. How are they the same?

"Of the ones listed, how many would select Item A as the most important? How many Item B? Go through list." Use blackboard to show variables of response.

"As you can see, there is a very diversified or different set of values. Do you know why your favorite color, interests, etc. are your favorites? How is your favorite color different from honesty? Class discussion.

Session VIII

Summation: Each of you try to decide things using your

a. "Thought" definition - pre-conceived viewpoints.

b. Available information - data

"In the next class, we will look at a third item that must be used by you in order to make a good decision".

"Please keep the sheet I gave you today. We'll be using it tomorrow".

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Course of Study

Session IX

Have addition sheets
available Appendix B

"Last time, we talked about thoughts and data. As a review, what were they?" (Use hand-out, if needed)

Discussion - 5 minutes.

"Today, we'll be looking at a third factor in the decision-making process. Please use the sheet that we used last time. The word to consider today is "plan". Who can give me their definition?" (Limited class discussion)

"Plan" definition - applying your thought and data in a systematic way. (use blackboard)

Discussion - 5 minutes

"Here's a short problem that we'll look at today.

You're taking a final examination in English 10. Your teacher has told you that the final exam will be 1/2 of your final grade, and that your average will be the other half. (Explain to class again, if needed.) The marks are going to be curved. Do all of you know what curving is? (if unclear, give a short explanation to clarify how marks are curved)

During the test, you happen to see your best friend with a cheat sheet, and you can see him filling in all the answers. You guess that his cheating is going to lower your grade. What would you do?"

Session IX

Have copies of
Appendix B

BLACKBOARD ILLUSTRATION

Thought	Data	Plan
1. Honesty	1. Your Grade	1.
2. Opinions of others	2.	2.
3. Survival	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

"I want you to write down what you would do, and what thought you used, and what data you used, and based on these, what your plan would be". (Explain again for clarification) Use back of Appendix B.

Define: a. Thought - preconceived idea
b. Data - information you have
c. Plan

Blackboard Column 4 (To right of strategy)

"What solution or decision did you make?"
Individual student response

Class discussion - Arrange plan first, then give worth that gave reason.

Session IX

At conclusion of class discussion, present the following;

1. Certain Thought Factor - lead to certain conclusions
2. Different Thought Factor - lead to same conclusions
3. What causes the difference:
    a. Your grade prior to test - survival of self
    b. Your thought factor of friendship
    c. Your thought factor of honesty
    d. Your responsibility to parents

Class discussion on how values can change.

1. Friend - close - okay - acquaintance
2. Honesty is if flexible based on situation
3. What value is most important?

Summation of definitions:

How they apply to every day decisions.

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Session X

There are three things that determine how you make a decision. What are they?

1. Thought - preconceived idea
2. Data - information
3. Plan

"The examples we've explored have not been directly related to how to look at your decision to choose your job future. The decision to buy a car was a hypothetical or an invented situation.

The case of seeing a friend cheat is close to a reality or a realistic situation.

Today, we'll begin to look at your planning procedure. It is not foolproof, but it is a systematic approach.

In a matter of days, we'll be looking at a test that will assist you. Before testing, however, let's do some research."

Use hand-out sheet.

On the sheet, are three lists. They are:

1. Thought - preconceived through
2. Data
3. Plan

"Now some hard work. I'll put the ground rules on the black board - and Hand Out".

Session X

1. "In reference to what you want to do - college - work - BOCES - military service, what are your thought factors?" 10 minutes

   Examples - Blackboard illustration

   Thought Factors (What you consider important)

   Examples - How would you list them?

   a. Money
   b. Power - telling people what to do
   c. Satisfaction
   d. Helping others
   e. Social - working with other people
   f. Your thoughts
   g. "Others"

2. In reference to what you want to do, what data do you have? (blackboard illustration) 10 minutes

   Data

   a. School grades
   b. What do you like to do?
   c. What are you good at?
   d. What don't you like?
   e. What aren't you good at?

3. Blackboard spell-out. "You've listed your thought factors and data. Closely look at these. Now, attempt to use a plan. Be honest. What decision about your future can you make? Again, using your thought factors and data, attempt to list possible career decisions. I know this is difficult, but try." 10 minutes.

Class discussion on conflict of values - information and strategy.

Continue discussion left unresolved.

Summation: "Deciding is not an easy thing to do. We will continue to discuss this during our next class. Please keep your notes so we can continue to look for answers."

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Session XI

Make copies of Appendix C prior to session.

"In the last class, we were left with some confusion. In our efforts to plan, you were left with some thought factors - (definition: a preconceived thought or idea) and your information. After listing those, I asked you to plan your future using thought factor and your data". (Definition: what knowledge you have about your abilities and likes and others.)

"There is confusion for many reasons. Let's discuss them today and see what some of the problems are. I'll give you some examples to help.

Bill wants to go to college but has an average of 70 in his senior year. He has applied to the best and hardest colleges in the United States".

Using blackboard

Thought-Preconceived Idea	Data	Plan

Close discussion on Bill's dilemma - 20 minutes

Session XI

"I would like to indicate that Bill's preconceived ideas are his. You have yours, and keep one thing in mind. If you choose to change them, okay, but it is not my purpose to make you change them.

Unless Bill changes his plan, what do you think will happen?

What does Bill need more information or data about?

Do you think that more data will change his plan?

Let's now look at the next sheet. Hand out and see what information you have in reference to your plan. I've broken it into two columns. The first is for non-college career, and the other is for college. The items are names of things that you should know about.

Please attempt to look these over before we meet again. This is not a test, and I want you to simply describe what these items are used for?"

Hand out sheet. See Appendix C.
Reproduce appropriate number for class.

GUIDANCE: CAREER EDUCATION

Course of Study

Session XII

Reproduce Appendix D and E for both students and parents.

Review of terms to be discussed. Clarification of lists, (Students should have completed as assigned work).

Explain - clarify - are these data - thoughts - plans?

1. I.Q. score
2. Skill
3. Experience
4. Interview
5. New York State Employment Office
6. Competency
7. Kuder Preference Test
8. Strong Vocational Inventory
9. Vocational School
10. Regents Scholarship Exam
11. National Merit Test
12. Scholastic Aptitude Test

Discuss with class that these are considered data and that it is necessary to have data to form a strategy to work with.

"In our next class, we are going to explore what I call family data or information that you need to work with in order to get a completely clear picture of planning a strategy.

There will be two forms that I will hand out. One is your copy, and the other I would like you to give to either your mother or father. Here is how I want you to do this assignment."

Session XII

1. "I want you to complete your questionnaire by yourself and answer each question as honestly as you can".

2. "I want your mother or father to fill out their copy the same way. Emphasize, there may be some questions that your parents may not want to answer because they may be personal. On the questionnaire, I will explain to them in writing that they do not have to".

3. "When they have been completed, I will explain what the next step in this process is".

4. "The purpose of this data questionnaire is to see if you and your parents have similar data and values".

5. "We'll get into that much more thoroughly next time".

6. Summation.

Session XIII

Make additional copies of Appendix D for class discussion.

"The questionnaires I hope have all been completed by both you and your mother or father. Tomorrow I would like you to sit down with your mother or father, and systematically discuss all the items on the questionnaire. Keep in mind that certain questions may be personal to both yourself and your parents. I mention this so that when we meet again, you won't bring up things that could be embarrassing or putting it another way - none of anyone else's business".

Hand out new copies of questionnaire.

"Today we are going to look over the questions that seem to present the biggest problems. I sincerely hope that questions 1 and 2 didn't cause a calamity".

Discussion of items 3 - 24.

Remind students emphatically about the assignment due.

Course of Study

Session XIV

"How many of you did the assignment?"

Get count. Advise the need for talking it out. Keep general in context. Avoid personal problems in discussion.

1. How did it go?
2. Where did you and your parents disagree?
3. What areas or questions were almost impossible to straighten out?
4. How do you think this will help you?
5. What do you know now that you didn't know before?
6. You have new data that will change your strategy. How have things been changed?

Class discussion. Extension possible for two days.

"In our next session, we will look at a filmstrip on strategy."

GUIDANCE: CAREER EDUCATION

Course of Study

Session XV

Preview discussion guide
The Adolescent Experience -
in filmstrip package.

Have filmstrip projector, screen and cassette recorder.

"Today, we are going to look at a filmstrip about strategy".
(Guidance Associates, Pleasantville, New York)

Filmstrips: Setting Goals - 4 filmstrips
Use strip 1 - "Steve" and "Jeff", part III
for contrasts.

Present filmstrip using guide in filmstrip kit.

Class discussion on material.

Raise questions:
1. What is nature of problem?
2. Using your values and data, how would you form a strategy?

* OPTION I - Based on interest, available time.

"Now that you've seen this filmstrip, there are five others that look closely at other aspects of resolving your career education. How many of you think that this would be time well spent?"

* OPTION II - If interest or time does not permit.

Now that we've looked at many aspects of how to decide based on:

1. Thought - preconceived idea
2. Data - information you work with
3. Plan - what you do with worth.

Class discussion.

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Course of Study

Session XVI

Preview discussion guide The Adolescent Experience contained in filmstrip package

Have filmstrip projector, screen, cassette recorder.

"Yesterday, we looked at setting goals. Steve and Jeff were both faced with the question of "What will I choose to do?" Today, we'll be looking at a filmstrip that looks at values. Values are like the term we've used in earlier lessons. The term we used was "Thought"."

Emphasize definition and its relationship to values.

Present Filmstrip I.

Discuss content, using Guide as format for discussion.

If interest and time permit, present second segment.

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Course of Study

Session XVII

Hand out Self-Directed Search. (Standard Copy)

(Instructional Manual for counselor should be read for familiarization.)

"This test will not tell you what job you should take, nor will it tell you what college you should go to.

There are over 25,000 jobs that exist in the United States today. It would be pretty impossible to have you make one choice out of 25,000.

When you get through with the test, the results will show a code that gives you a general idea where your interests, competences, and abilities are.

Please begin looking over the test. I will want you to begin the test program today. If you can't finish it, please take it home and complete it. There are no good or bad answers. Do not try to outguess the test".

Begin test program.

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Course of Study

Session XVIII

Continuation of Self Directed Search.

"How many of you have questions about the test?"

Emphasize clarification of pages:

- a. Page Nine - Self estimates
- b. Page Ten - Organization
- c. Page Eleven
- d. Fill out of codes

Discussion of codes using code finder book. Explain that some codes will be confusing or may not exist if individual students review their results.

Collect duplicate summary code for Guidance Records.

"How many of you have codes that indicate an interest or competence in: (Guidance Associates Filmstrips)

a. People Who Work in Science No. of pupils ______
b. People Who Help Others No. of pupils ______
c. People Who Create Art No. of pupils ______
d. People Who Organize Facts No. of pupils ______
e. People Who Make Things No. of pupils ______
f. People Who Influence Others No. of pupils ______

"In our next session, I will give you a list of materials that I think will help you."

Discussion.

Session XVIX

Reproduce Appendix F for class use.

Summation;

"We have now reached a point where you will have to do some work individually".

Hand out sheet to be distributed.

"As you look at the sheet, you will notice that I have listed some names of devices or films that can help you. These are given so that you can begin to look at specific filmstrips or books that describe jobs that fit the results of the Self Directed Search.

From this point on, your decision or strategy to investigate is up to you. Please use this guide sheet to help you.

Remember the Guidance Office is the logical place to find the materials you want. Looking over the hand out sheet, do you have any specific questions?"

Discussion and summation of course and purpose.

CAREER EDUCATION

Film Questionnaire

Appendix A

Directions:

The three films that you will view are presented to give you an idea about the problems that you must consider before planning your future. Your thoughts or questions will not be used to give you a grade. The questions you ask will help the guidance department to respond to your viewpoints.

If the questions asked by your counselor are the same as yours, please circle yours on the sheet.

Future Shock

Question 1

Question 2

Question 3

Appendix A

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Question 4

Question 5

Blue Collar Trap

Question 1

Question 2

Question 3

Appendix A

CAREER EDUCATION

Question 4

Question 5

Higher Education: Who Needs It?

Question 1

Question 2

Question 3

Appendix A

CAREER EDUCATION

Question 4

Question 5

Extra Questions

Question 1

Question 2

Question 3

Appendix A

CAREER EDUCATION

Question 4

Question 5

GUIDANCE: CAREER EDUCATION

Session VIII Appendix B

Student Work Sheet

Problem I - The Car

Year 1972

1. Size of car
2. Color
3. What body stule (sedan-convertible)
4. Cost
5. Accessories
6. Power or economy

Year 1974

1. Size of car
2. Color
3. What body style (sedan - convertible)
4. Cost
5. Accessories
6. Power or economy

Appendix B

CAREER EDUCATION

Data	Thought	Plan
a.	a.	a.
b.	b.	b.
c.	c.	c.
d.	d.	d.
e.	e.	e.
f.	f.	f.
g.	g.	g.
h.	h.	h.
i.	i.	i.

Data - Definition ____

____

____

Thought - Definition _____________________________________

____

____

Plan ____

____

____

CAREER EDUCATION DATA

Appendix C

Student Questionnaire

Please try to answer what the following items are. If you don't know - that's alright, but it should be stressed that you should look these over before the next class meeting.

Non-College Future

1. I. Q. Score. What is it?

2. Skill

3. Experience

4. Interview

5. New York State Employment Office

6. Competency

Appendix C

CAREER EDUCATION

7. Kuder Preference Test

8. Strong Vocational Inventory

9. Vocational School

10. Scholastic Aptitude Test

11. Regents Scholarship Test

12. National Merit Test

College Future

What are they?

1. Scholastic Aptitude Test

2. Regents Scholarship Exam

Appendix C

CAREER EDUCATION

3. National Merit Examination

4. Intelligence Quotient

5. Aptitude

6. Competency

7. Family Earnings

8. Alternative

GUIDANCE: CAREER EDUCATION

Course of Study

Appendix D

Questionnaire for Student

1. Name (Optional) ______________________________

2. Age ________

3. Are you planning to go to a four year college? ________

4. Are you planning to go to work after high school? _____

5. Are you planning to go to a community college? ________

6. Are you a good student in terms of grades? ___________

7. How far away would you go to college in miles? ________
Haven't thought about it ____________________

8. How far away would you go if you are going to work in miles? ______________ Haven't thought about it ________

9. Have you decided what your plans are? ____________

10. What are they? ______________________________
____

11. What does your father do for work? Be specific if you can describe his job. ______________________________
____

12. What does your mother do for work? Be specific if you can describe her job. ______________________________
____

13. Do you know what your father earns? ______________

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14. Do you know what your mother earns? ____________

15. How much money will your college cost per year? ______
____

16. Will your parents be able to pay for your education?____

17. What can you do best? Include anything. (School subject, Hobby, or sport activity) ____________

18. Are you (A) High intelligent (B) Average
(C) Below average (D) Don't know

19. Do your parents know what you want to do when you finish school? ____________
____

20. Have you given much thought or discussed this with your parents? ____________

21. Do you know the difference between the following:

    a. Trade School ____________
    b. Technical School ____________
    c. Vocational School ____________
    d. Cooperative Education ____________
    e. Liberal Arts School ____________
    f. State School ____________
    g. Private College ____________
    h. Religious College ____________
    i. Proprietary Schools - for example, Barbizon School of Modeling, Krissler Business School ______

22. If you go to work, do you want to work for a large company or small? ____________

23. Do you know why you said small or big? ____________

24. Do you know what fringe benefits are? ____________

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Appendix E

Questionnaire for Parents

Directions: The purpose of this questionnaire is to find out if your knowledge and opinions about your son or daughter's future are similar or different from theirs. Your son or daughter will fill out a questionnaire that asks them the same questions. The information asked for in some instances is personal, and for this reason, the results of the questionnaire will not leave the home. Its purpose is to make both you, the parent, and your son or daughter, aware of each other's thoughts in regard to planning their educational or work future.

At an appropriate time, I will assign your son or daughter to discuss the entire questionnaire. The discussion will help them in planning their skills, and hopefully make both of you more aware of future planning.

1. Name ______________________________
2. Age ____________
3. Does your son/daughter plan to go to a four year college? ______________________________
4. Does your son/daughter plan to go to work after high school? ______________________________
5. Does your son/daughter plan to go to a community college? ______________________________
6. Is your son/daughter a good student in terms of grades? ______________________________

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7. How far away would you let your son/daughter go in miles for college? Unlimited ____ Limited miles ____

8. How far away would you let your son/daughter go in miles for work? Limited ____ Their decision ____

9. Does your son/daughter know what they want to do after high school? ____________________

10. What is that plan or decision? ____________________

11. What is your job (father)? Give short description. ____

____

____

12. What is your job (mother)? Give short description ____

____

____

13. What is your yearly income (father)? ________ optional

14. What is your yearly income (mother)? ________ optional

15. How much money can you spend yearly if your son/daughter went to college? ____________________

16. Will you be able to pay this or will it be necessary to borrow money for college? ____________________

17. What is your son/daughter's biggest strength? School, hobby, sports, other. (Be specific. Check one.) ____

18. Is your son/daughter (A) Highly intelligent
(B) Average
(C) Below average
(D) Don't know

CAREER EDUCATION

19. Has the question of your son/daughter's future plans been given much discussion? ______________

20. Do you know the difference between:

    a. Trade School ______________
    b. Technical School ______________
    c. Vocational School ______________
    d. Cooperative School ______________
    e. Liberal Arts School ______________
    f. State College ______________
    g. Private College ______________
    h. Religious College ______________
    i. Proprietary Schools ______________

21. If your son/daughter goes to work, would they want to work for a large or small company? ______________

22. If you answered large or small, please give your reasons for thinking this. ______________

____

____

23. Can you explain what fringe benefits are? ______________

6

GUIDANCE: CAREER EDUCATION

Course of Study

Appendix F

CAREER EDUCATION PLANNING SHEET

What is your code from the Self Directed Search?

Code ________

Based on this and class discussion, you should explore the filmstrips. The titles are: (These are in the Guidance office)

a. People Who Work In Science
b. People Who Help Others
c. People Who Create Art
d. People Who Organize Facts
e. People Who Make Things
f. People Who Influence Others

After you've looked at the specific filmstrip, you can explore further by getting additional information from your counselor.

There are a great number of avenues to explore.

GUIDANCE: CAREER EDUCATION

Course of Study

Supplemental Sessions

Based on high interests, students may wish to explore, as a group, some of the materials available in the Guidance Office.

Suggested materials of a general educational nature are listed below. These are available from Dutchess County BOCES, and may be ordered by calling 471-9200 for the ordering procedure. (Each item below has an Instructional Guide).

General Information
Guidance Associates - Filmstrip w/Record
Pleasantville, New York

Cat. No.	
1502	"You Are More Than A Score" "American College Testing Program"
1503	"Why Work At All"
1507	"Dare To Be Different"
1518	"High School Course Selection and Your Career"
1522	"Trouble At Work" (excellent)

CAREER EDUCATION

Supplemental Sessions

Cat. No.	
1526	"Preparing For The World Of Work"
1531	"Choosing Your Career"

Specific materials that can be shown to groups identified by the Self Directed Search can be presented to small groups.

Suggested materials available at Dutchess County BOCES - 471-9200.

McGraw-Hill Films
1221 Avenue of the Americas
New York, New York 10020

Filmstrip with Cassette Sound
Grades 6 - 10

Cat. No.	Title
1548	"World of Work" Series No. 1 "T.V. Repair" "Gas Station Attendant" "Hospital Workers" "Vending Machine Routeman" "Hairdresser" "Office Worker"
1549	"World of Work" Series No. 2 "Electrical Assembler" "Construction Worker" "Garment Worker" "Restaurant Worker" "Truck Driver" "Retail Salesperson"

CAREER EDUCATION

Supplemental Sessions

16 MM Films
Grades 9-12

Cat. No.	Title
1556	"Project WERC" - Color
1557	"Career in Communication"
1558	"Careers in Personnel Services"
1559	"Careers in Sales"
1560	"Careers in Transportation"
1561	"Careers in Industry"
1562	"Careers in Health Services"
1563	"Careers in Building Trades"
1564	"Careers in Business and Office Skills"

CAREER EDUCATION

Supplemental Sessions

16 MM films
Grades 9-12

Centron Educational Films
1621 W. 9th Street
Lawrence, Kansas 66044

Cat. No.	Title
1572	"Jobs In The City: Mass Media"
1573	"Jobs In The City: Distribution"
1574	"Jobs In The City: Manufacturing"
1575	"Jobs In The City: Services"
1576	"Jobs In The City: Medical and Health"
1577	"What Ecologists Do"

These films have been cleared for daylight Cable T.V. Presentation.